

DOCUMENT RESUME

ED 407 312

SO 027 068

AUTHOR Kavanaugh, Michelle
TITLE When I Grow Up. Structured Experiences for Expanding Male and Female Roles. Volume II: High School and Beyond.
REPORT NO ISBN-1-89334-017-0
PUB DATE 79
NOTE 189p.; For Volume I, see SO 027 067.
AVAILABLE FROM Humanics Learning, 1482 Mecalvin Street, N.W., Atlanta, GA 30309; telephone: 800-874-8844.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS High Schools; Higher Education; Instructional Materials; Sex Bias; Sex Differences; Sex Discrimination; *Sex Education; *Sex Role; *Sex Stereotypes; *Sexual Identity

ABSTRACT

This book provides activities to assist people in the helping professions support young people as they strive to achieve a positive self-concept, working to eliminate sexual stereotyping and sexual inequality. The activities are intended for all developmental levels, prekindergarten through late adolescence and beyond. Information is presented on developmental levels and sex-identification. There are 19 activities in the book. The activities are intended for use with high school students and young adults. (EH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 407 312

The early
and middle
school years

SO 027 068

When I gro

Structured experiences
for expanding male
and female roles

By Michelle Kavanaugh, Ph.D

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

up

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
IN OTHER THAN PAPER COPY
HAS BEEN GRANTED BY

JILL E.

DUNHAM

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

When I grow up

**Structured experiences for expanding male
and female roles**

Vol. II

High School And Beyond

By Michelle Kavanagh, Ph.D

Design and layout: Susan Fritts

Mechanical art: Ellen Skipper



P. O. Box 7447
Atlanta, Georgia 30309

Copyright ©1979 by Humanics Limited. All rights reserved. No part of this book may be reproduced by any means, nor transmitted, nor translated into a machine language, without written permission from Humanics Limited. Library of Congress Card Catalog Number: 78-56486

PRINTED IN THE UNITED STATES OF AMERICA

ISBN 1-89334-017-0

When I grow up Vol. II

Contents

General Introduction	5
High School And The Young Adult: An Introduction	10
Exorcism	
<i>Exercise 1</i>	14
The Family: The Continuing Story Of You Pay For Your Place	
<i>Exercise 2</i>	18
The Ideal Marriage	
<i>Exercise 3</i>	26
How Do I Love Thee, Let Me Count The Days	
<i>Exercise 4</i>	30
Independence And Interdependence	
<i>Exercise 5</i>	38
Sitting In A Circle Watching All The Girls (Boys) Go By	
<i>Exercise 6</i>	44
The Vulnerable Male	
<i>Exercise 7</i>	47
The Vulnerable Female	
<i>Exercise 8</i>	52
A Mock Trial	
<i>Exercise 9</i>	56
I See You (Through My Eyes)	
<i>Exercise 10</i>	74

Agreement, Confrontation, Or Yes, Dear?	
<i>Exercise 11.</i>	85
Do Great Minds Think Alike And Do Alike Minds Think Great?	
<i>Exercise 12.</i>	91
Educators: Teachers, Counselors And Administrators Introduction	99
Testing For Your Sexual Democracy Quotient Through Hypothetical School Situations, II	
<i>Exercise 13.</i>	105
How Do I Treat Thee: II?	
<i>Exercise 14.</i>	114
Teacher/Counselor Expectancies: Choosing The Best Approach	
<i>Exercise 15.</i>	123
Teacher/Counselor Expectancies: Do I Really Understand What You're Feeling?	
<i>Exercise 16.</i>	132
Match And Mismatch	
<i>Exercise 17.</i>	138
A Parts Party: What Part Do Teachers Play In Students' Lives?	
<i>Exercise 18.</i>	142
Separate And Unequal: A Simulated Grievance Hearing On Charges Of Sex Discrimination	
<i>Exercise 19.</i>	146
Appendix A	
<i>Attitude Toward Women Scale By J. Spence And R. Hemreich</i>	156
Appendix B	
<i>Student Excerpts For Counselors</i>	166
Appendix C	
<i>Teacher/Counselor Responses</i>	176

General Introduction

The exercises in this book are for students at all developmental levels, pre-kindergarten through late adolescence, and for the adults who work with them. Each activity is supported by the assumption that providing opportunities for both sexes to reach their full potential requires sexual equality and the elimination of sexual stereotyping. Strict and narrow definitions of sexual options are rejected as limiting human options. The goal for this book, therefore, is to provide activities which will assist people in the helping professions support young people as they strive to achieve a positive self-concept.

How does one develop a positive self-concept? Your self-concept, and those of the young people with whom you work, emerged gradually out of self-awareness. At about age three there was a "you" inside yourself who began to observe you, evaluate its observations, and develop plans and hopes for the "you" of the future on the basis of the evaluations. You can verify this by searching your mind for your earliest memories. Most of us don't find any strong memories before age three. This is because our self-concept had not yet become integrated before then.

Now this young and tender "you" inside was neutral to begin with but it didn't stay that way long. It soon began to applaud, or blush, and perhaps even kick, at the you it observed. Of course you had to have help initially in learning this judgemental process. So, for help, you turned to those you had learned to trust and/or those whose opinions you valued. Soon your view of yourself began to reflect their evaluations of what was positive and negative. These evaluations guided your behavior. "I am a bad boy for throwing rocks." "I'm a good girl for helping mother." "I was wrong to get angry, or cry, or get loud and boisterous." "I must not do that again." As you continued to grow, your self-concept continued this process of observing, evaluating, and selecting new experiences and responses. And once started in a certain direction it presumably continued in that direction.

The process is still going on. For example, you selected this book, supposedly because you thought it might have suggestions which would enable you to help young people grow. Fostering the growth of youth is a positive value consistent with your self-concept. You believe in your ability to help young people or you

would not have bothered to consider organizing your future behavior in that direction. And, if I might be allowed to presume a bit further, I would speculate that your use of these exercises will depend to some extent on how secure you are about your sexual identity. These exercises present the possibility for each person to define their own sex-role identity; inclusive, exclusive, or overlapping with what has been traditionally considered "masculine" or "feminine" by external standards.

Let's return to the young people you work with. How can sexual stereotyping interfere with their development of a rich and positive self-concept?

It happens because young people's self-concept is strongly influenced by their sex-role identity. They decide what kinds of behaviors and options are possible for them on the basis of their sex-role identity. If they view themselves possessing dreams, characteristics, or behaviors they have learned are more appropriate to the opposite sex, the possibility of self-rejection and/or repression of characteristics of self increases. This publication is aimed at helping young people understand that everyone possesses so-called masculine and feminine characteristics to some extent, and that their energies, which are badly needed for growth and development, are not diverted into defending against or conforming to unnecessarily rigid definitions of masculinity and femininity. Maslow's supports this statement by describing his self actualizing subjects as having reached full humanness, and freedom from arbitrary sexual, cultural, and racial boundaries concerning what they could be.

A young person's sex-role identity is developed primarily in the home where parents provide major role models. If a father restricts himself to the "masculine chores" of the yard, tool chest and garage, his son is not likely to feel that washing dishes and cooking are masculine chores. And, if the mother is exclusively engaged in the domestic activities of cleaning, cooking and caring for others, her daughter may question whether women are to have other interests. Sexual identity is further set by the toys, clothes and room decor made available to boys and girls. Last, but not least, television advertising, programming, and the printed page provide very narrow sex-role definitions which further stamp in the cultural norms of what is "masculine" and "feminine".

It is not surprising, therefore, that a 1962 longitudinal study reported by Kagan and Moss¹ concluded that the differential effects of parental behavior on boys and girls, and the young person's own desire to make his/her behavior agree with the culture's definition of sex-roles is a major factor determining the stability of male and female behavior over time. It is surprising how early boys and girls begin to learn the traditional behaviors considered appropriate to each sex and how readily they accept these as correct guides for their behavior, bringing pressure to bear on peers who deviate. Fagot (1977)² reports definite sex preferred behaviors among three and four year olds attending nursery school and that the sex-typing of activities had not changed much from 1968 to 1976. She further points out that boys who tried out opposite-sex preferred behaviors had fairly

negative consequences in terms of peer rejection, and girls who did likewise received some negative feedback from their teachers and no positive reinforcement from their peers. At worst, they were ignored.

Negative consequences of sex-role experimentation is evident throughout childrens' school careers. The majority of students bring their behavior into conformance with the traditional cultural prescriptions of what is "feminine" and "masculine". One finds very few girls in sheet metal classes or electronics and few boys in the secretarial-type courses—except typing.

This process of bringing behavior into conformance with the expectations of others is not unrelated to what we ourselves have done. We know it most vividly in the spotlight and crises situations of our lives. As we experienced these spotlights and crises situations we also experienced a fairly good understanding of what the others about us expected our reactions to be. We might have given others a bit of what they expected from us even if it wasn't the same as our true feelings.

Behaving according to an image of what we think we ought to be can be necessary at times. The difficulty is that if we do much of this, we risk losing ourselves, our uniqueness and our potential. For example, the degrees of freedom are lessened for the girl who says and believes that being a pilot is a job best done by a man. She will never dream of herself as a pilot and consequently never engage in the exploratory activities which might have led her to find out otherwise.

This is what happens when young people conform to the expectancies as they influence the world of work. Their dreaming and exploration is reduced drastically. Studies of sex-stereotyping of occupations among elementary age students reveal that, even at this young age, the majority of them already stereotype occupations.

We have even fewer degrees of freedom if we engage in the process of being what others want us to be when the conforming behavior is out of our conscious control. That is, we are victims to our lack of awareness. This is best illustrated through adult expectancies that one sex or the other possess personality characteristics traditionally ascribed as "masculine" or "feminine". A dramatic example of this was reported recently in a study by Condry and Condry, (1976).³ Adults were asked to label the emotions shown by a child in a series of filmed incidents. Half the adults believed the child to be a male while the other half believed the child to be a female. Emotions were labeled significantly different on the same behavioral incidents depending upon whether the labeler believed him/her-self to be watching a girl or a boy. Boys, of course, were seen as significantly aggressive; and girls? You guessed it—fearful.

It is not hard to imagine how consistent day to day occurrences of this type can result in self-fulfilling prophecies for the young. "Oh, that frightened you didn't it, honey?" "You don't have to be afraid, I'll take care of you," "That made you angry didn't it, Son? Made you want to get back at em, eh?" Statements of this type compounded overtime can have the same effect on boys and girls that being told we don't look well five or six times in one day can have on us.

Adult expectations of this type can be especially devastating in a school setting where we know that boys generally need less aggressiveness and more impulse control to facilitate intellectual performance while girls need greater aggressivity and less inhibition to facilitate intellectual achievement. (Maccoby, Sutton, Smith, Roberts and Rosenberg, 1964,⁴ Kagan and Moss, 1962)⁵

Educators, and others helping youth to grow, need a chance to examine their own gender expectancies. In-service training exercises have been included in the last section of this book for this purpose. Included also are exercises which invite professionals to examine their practices concerning differential treatment of the sexes. All exercises are structured so that participants engage in planning future behavior from the insights they have gained.

The following assumptions underline the exercises designed for adults and students at each developmental level:

1. Each participant, regardless of age, is provided the means to assess and increase awareness of his/her attitudes and beliefs.
2. Each participant is asked to explore the etiology and implications of their attitudes and beliefs on their own and other people's future functioning.
3. Each participant is presented with situations for planning future experiences.
4. Each participant is encouraged to make his/her own self definitions and choices without shame or force.

In addition to the objectives of each exercise to eliminate sex stereotyping, the exercises for students include additional objectives in mental health, science literature, occupations, family life, dating, and education.

Why is there such contentiousness about helping students to define their sex-roles broadly? There is a major source of the disagreement on this question which seems to spring from the belief that a student learning of appropriate behaviors based on sex-role identification facilitates making same sex identification. Without same, there will be sex-role confusion leading to homosexuality, and lesbianism. This anxiety on the part of many adults merits factual answers and tolerance. Further, it indicates a need to teach sex differences and their relationship to the total self. For this reason, some exercises are presented in this book which might traditionally be termed "sex-education." These exercises are intended to supplement more formal sex-education program. Appropriate cautions are presented along with these exercises and professionals are encouraged to work with others in the community who are involved in sex-education projects. When we are exposed to areas where sex-typed labels are arbitrary, we are better able to deal with the real differences.

It is helpful for professions to have information about the development of same sex identification which they can use and share with parents. This information is presented in more detail in the section dealing with the early years because a child's sex-identification is completed by age five; a developmental milestone

that involuntarily occurs around this age. No one can say with certainty how same-sex or crossed-sex identification takes place, but we can be sure that exercises, such as those contained in this book to broaden sex-roles, do not interfere with this process. It is beneficial to recognize that nothing is to be gained by perpetrating rigid sex-role stereotyping in schools and public institutions.

Young persons must be allowed the opportunity to develop and achieve their full potential. They should feel free to express a full range of human emotions, physical activities, games, toys and books—all of them freed from sex-role stereotypes. What children in school and other institutions require most is individual differentiation not gender differentiation. To persist in differential treatment of the sexes only denies to one sex the advantages permitted to the other.

References

1. Kagan, Jerome and Moss, Howard. *Birth to Maturity*, New York, Wiley, 1962.
2. Fagot, Beverly I. "Consequences of Moderate Cross Gender Behavior in Pre-school Children." *Child Development*, 1977, 48, 902-907.
3. Condry, John and Condry, Sandra. "Sex Differences: A Study of the Eye of the Beholder." *Child Development*, 1976, 47, 812-819.
4. Maccoby, Eleanor. "Woman's Intellect" in S. M. Farber and R. H. L. Wilson (Eds.), *Potential of Women*, New York; McGraw-Hill, 1963.
5. Sutton-Smith, B. Roberts, J. W. and Rosenberg, B. G. "Sibling Associations and Role Involvement." *Merrill-Palmer Quarterly*, 1964, 10, 25-38.
5. op cit, Kagan and Moss, 1962.

High School And The Young Adult

The High School Years serve as a transition time from adolescence to adulthood. The twelve exercises in this unit pertain to middle and late adolescent concerns. This age group shares the following similarities:

1. **Physical maturity.** By age fifteen all girls and almost all boys have either achieved full physical maturity or are well into the pubertal change. These changes demand a definition of a sexual-self.
2. **Learning to separate from the family.** Adolescents become conscious of the tremendous influence their family has had on their development. At the same time, the adolescents' need to take control of their own lives intensifies geometrically. A primary goal for late adolescence is learning to separate from family in such a way that will allow the adolescent to return to the family in a different and more independent role.
3. **Relating to reference groups without loss of identity.** The adolescent sends out "messages" usually to peers. The way these messages are returned helps the individual clarify his/her identity. Each may go through a period of intense conformity using group norms as support until he/she is sure enough of his/her own identity. The goal is to learn relationship skills which clarify identity while learning to function effectively with the group. The competent individual has both leadership and followship abilities which are only exercised with groups.
4. **Heterosexual adjustment.** The adolescent usually achieves heterosexual adjustment through dating or the peer culture equivalent. Dating provides him/her with: (a) practice in socialization with members of the opposite sex leading to development of appropriate techniques for interaction; (b) a practice ground for mate selection; and (c) a primary form of recreation, painful though it sometimes is.

5. **Educational/Vocational decision making.** It is generally accepted in vocational theory that by ninth grade the adolescent begins to make realistic choices about a productive role which will give meaning to his/her life. The choices made will modify the whole of life.

This volume does not concern itself with all aspects of educational/vocational decision making. However, it focuses on limitations and restrictions imposed on the individual's growth by stereotypic sex roles. Where possible, *When I Grow Up*, Volume II presents procedures to remove such blocks.

Let's look now at each of these similarities in adolescent behavior in more depth, comparing their relationships to the exercises which follow.

Physiological changes that announce adolescence change the child into an adult capable of reproduction and deeper sexual expressions of affection. These are gradual changes, built upon previous physical and psychological development proceeding since birth. Nevertheless, the adolescent experiences an intensity of certain drives and emotions not known as a child. Even with the best knowledge and attitudes adolescents may not exercise sound judgement to accompany these occurrences at all times. Adolescents need a chance to acquire knowledge, examine attitudes and receive guidance which enables them to develop sound judgement in order to use their sexuality responsibly, and effectively. The family, qualified professionals in the community, and the schools must work together to design and support programs to achieve these objectives. Failure to do so can only continue to contribute to misinformation, unwanted disease and pregnancy.

There are many sources to which parents, professionals and educators can turn to develop or improve current programs. Check local resources in your community for assistance.

Some students have already acquired attitudes about differences in the acceptability of male and female expressions of sexuality. The purpose of exercise one, "Exorcism," is to identify and test the cardboard images of "Marty Monster" and "Sadie Seductive" as they experience the double standard of males and females; thus blocking accurate perceptions of the opposite sex as whole individuals with their own unique characteristics. Exorcism also encourages students to examine and deal with the "Ned Notchbelt" stereotype used by some males to measure their adequacy, and "Lila Little Girl," the wide-eyed innocent nice girl who pleases, but doesn't "give in."

The family affects its younger members as no other factor in society. This occurs regardless of the type or kind of household and family dynamics present. Home is ideally the reservoir upon which the child draws strength physically, socially, emotionally and intellectually. Parental and sibling influence strongly determines the sex-role achieved by both sexes.

In exercise two, "The Family", students acquire insights and deal with issues and conflict which occur in parental influences. Parents also influence basic value orientations, for example, achievements and vocational aspirations. Extensive

studies have shown child-rearing practices have a significant effect on achievement. A democratic parent-son relationship is more conducive to achievement than is an autocratic relationship. Yet, almost twice as many boys as girls report they are democratically treated and boys are granted considerably more autonomy than girls. This fact explains why girls have greater difficulty becoming emancipated from the family than boys. Exercise two also explains the following issues:

- a) traditional sex role divisions considering a working mother
- b) the full range of adolescent behaviors in high school
- c) statistically reported male-female conflicts with parents
- d) societal pressure on family structure

Students are involved with examining adult role expectations for the future in exercise three, "Ideal Marriage." In this exercise they role-play feelings about romantic versus practicality issues.

Further reality testing of future expectations is the focus of exercise four, "How Do I Love Thee, Let Me Count The Days." Through role simulations, males are confronted with the possibility of shorter life span. The need for experiences with single parent child rearing is explored as females confront possible longer life span, divorce, or death of a spouse.

Exercise five, "Independence and Interdependence," explores the need for protection by others by permitting the educator and student to see whether female students have a greater desire for protection than male students and, if so, does one sex seem to meet this need more than the other. Objectives for this exercise include developing insights into the dependency needs of both sexes, developing understanding that both sexes need to give acceptability to male expression of this need and developing techniques to manage dependency needs.

In exercise six, titled "Sitting in a Circle Watching All the Girls (Boys) Go By," students are given a chance to anonymously describe all traits for a value rating by the opposite sex. Generally when asked to make lists, students accord high value to such traits as pleasant, sense of humor, natural, good sport, considerate, and neat in appearance. This exercise encourages positive clarification of these traits since the descriptive data come from the students themselves. Students are also invited to observe whether verbalizing before peers results in euphemisms and platitudes. Most research in this area concludes that a girl's physical attractiveness and sociability are most important to males, while a boy's looks are less important measures of success.

Exercises seven and eight, "The Vulnerable Male," and "The Vulnerable Female," deal with the realistic and psychologically painful aspects of dating which relate to traditional male and female sex roles. This exercise, as well as others in this section, is aimed at increasing knowledge and awareness without imposing values on students.

Exercise nine, "A Mock Trial," is an expression in sexual democracy for students. It is based on an actual case on behalf of girls in the State of Colorado con-

cerning a girls chances to play on an all-boys soccer team. Actual trial outcomes may be given to the students after completion of the role-play situation.

Exercises ten through twelve, "I See You Through My Eyes," "Agreement, Confirmation, or Yes, Dear?," "Do Great Minds Think Alike and Do Alide Minds Think Great," specifically deal with educational/vocational sex roles. The area of appropriate and satisfying vocational choices poses complex problems for youth. Matching oneself with an appropriate job is unfortunately not easy. To add to the difficulty, counselors in high school have not developed awareness of changing job markets, opportunities and sex-bias in vocational counseling.

Vocational counseling is frequently guided by personality and interest inventories. A pattern of aggression and dominance, might lead to a student being counseled to enter management training where these traits might lead to career success. Females are less likely to register these dominant traits and regardless of interest, might not be encouraged to enter this occupational area. The current effect of using such tests is to direct males and females into sex-stereotyped occupations. Counselors have a little awareness of such sex bias in tests.

Even when tests are not used and the student seeks help from the counselor, there exists a problem because research reveals that counselors have strong preferences for traditional male and female occupations and that when a student selects a non-traditional career goal, he/she is likely to recommend additional counseling. Since the overwhelming majority of females are now entering the job market, they need to become familiar with the range of career opportunities that are now possible for them.

To further compound the problem of educational and vocational planning, adolescents limit their own choices. Douvan and Adelson¹ have found—in a nationwide sampling—that while most adolescent boys are more realistic than girls approaching career planning in a straightforwardly manner, they are often driven by an unhealthy need to succeed. Many set unrealistic goals in work and for themselves. This same study reveals that adolescent girls' vocational choices are the highly visible, traditionally feminine occupations including secretary, nurse and teacher, and that although they focus on both school and work, few of them seem committed to the world of work outside the home.

The vocational exercises presented in this section seek to aid the student in first identifying his/her own attitudes and perceptions about the world of work in relationship to sex-role appropriateness. Another purpose is to expand vocational perceptions beyond traditional sex-role occupations. These exercises focus on group participation and support, helping adolescents clarify their vocational selves, and evaluate the feedback of others. This is particularly helpful for the female student since it has been found that womens attitudes toward a career are considerably influenced by males.

¹ E. Douvan and J. Adelson, *The Adolescent Experience* (New York: Wiley, 1966).

Exorcism

Objectives For Students:

1. To describe and compare their attitudes and images of male and female sexuality.
2. To examine the origins and reality of exploitative stereotyped images of both sexes.
3. To experience the effects of responding to persons of the opposite sex in an exploitative manner.
4. To develop alternative responses to opposite sex-members free from stereotypic images.

Time Required:

Two class periods or 100 minutes

Number Of Participants:

40 maximum

Materials:

1. One copy for each student of "Dating: Two Portrayals."
2. Pencils.
3. Newsprint and magic marker.

Process:

1. The teacher/counselor briefly introduces the activity by explaining its purpose. Students are asked to give open, honest, and serious responses. Each student then receives a copy of "Dating: Two Portrayals." Random dating is the focus of the activity rather than "going steady." Results of the exercise will be shared with the group when each has anonymously completed his/her questionnaire.

DATING: TWO PORTRAYALS

- I. Random dating is a ritual in our culture that has at least two positive purposes: (1) it gives males and females practice in forming deeper, more genuine relationships with the opposite sex; and (2) it is enjoyable. Males and females get positive satisfaction out of giving and receiving affection from each other.
 - II. Random dating is an exploitative relationship. The male is driven by strong sex impulses and will take all the favors he can get. The female manipulates this sexual aspect of dating to her advantage. She uses her sexuality to lure a male and to maintain him in a dependent position, uncertain when he may be abandoned.
-

I am a (circle one)	Male	Female	
I believe (only check one)	Strongly Agree	Agree	Disagree
MANY boys are born with strong driving sex impulses and will take all the favors they can get.	—	—	—
MANY girls do use their sexuality to lure a boy and maintain him in a dependent position — uncertain whether he may be rejected.	—	—	—

2. Teacher/counselor tells students to create two "monsters" in their minds. One is male, one is female. Students are asked to imagine these monsters in their minds considering facial characteristics, expressions and clothing.
3. Students open their eyes, silently survey the opposite sex members of their class and match their mental image (stereotype) of "Marty Monster" (for boys) and "Sadie Deductive" (for girls) to class members. Did they find any such stereotypes?
4. Tally the data and present data to the class for discussion.

		Strongly Agree	Agree	Aren't Sure	Dis- agree	Strongly Disagree
Marty Monster]	boys	—	—	—	—	—
Sadie Seductive]		—	—	—	—	—
Marty Monster]	girls	—	—	—	—	—
Sadie Seductive]		—	—	—	—	—

The teacher/counselor asks students to share their images of "Marty Monster" and "Sadie Seductive" with each other either verbally or nonverbally. Such stereotypes do not fit anyone in actuality, yet we tend to believe they exist and respond to people as though they do. The teacher/counselor leads a discussion about the effects stereotyping. Points to cover are:

- When we don't know someone it is easier to project a stereotype onto them.
- Stereotypes have to be discarded if genuine relationships are to occur.
- Good relationships require each person to feel they have something to give and something to receive.

5. Next, turn the discussion to how stereotypes originate. The teacher/counselor guides the discussion by asking boys what image "Marty Monster" presents to them. Boys are also asked to describe a mental image of "Ned Notchbelt," a different stereotypic figure. Girls are asked to describe "Sadie Seductive and "Lila Little Girl," the feminine little girl who seeks to please and flatter the big strong male

while at the same time being helpless themselves.

6. Teachers then arbitrarily pair boys and girls asking them to simulate a blind date. Just boys are asked to be "Ned Notchbelt." After five (5) minutes, girls are asked to be "Lila Little Girl."
7. Teacher/counselor leads a discussion with the entire class about their reactions to the dating stereotypes. Discussion includes:
 - How Ned Notchbelt can be painful to males
 - How Ned Notchbelt can be painful to females
 - How Lila Little Girl can be painful to males
 - How Lila Little Girl can be painful to females

2

The Family: The Continuing Story Of You Pay For Your Place

Objectives For Students:

1. To experience the dynamics of family conflict wherein male and female members are functioning in traditional sex roles.
2. To understand that an important function of the family is to provide a secure base from which each child can develop a strong and independent identity, enabling the child to separate at the appropriate time.
3. To develop an awareness of the complex interactive effects on each member of the family.
4. To develop an awareness of the need for respect and understanding for each family member's identity.

Time Required:

2 hours or 3-4 class periods

Number Of Participants:

Minimum of 20

Materials:

1. "Family Role Descriptions," one for each member of the role group for a particular family member.
2. "Summary of Events Past," one for each student.
3. "Summary of Role Playing Events," one for each student.

Process:

This experience is valuable only if adapted to family patterns and problems unique to the student population in question. This activity as it is presented is offered as a model upon which a counseling staff or faculty builds the exercise to meet their objectives.

1. The teacher/counselor begins with a general explanation of role playing and simulation. Students are informed the objective of the activity is to see situations through the eyes of another and to learn on the spot reactions to these situations.
2. The participants are divided into 6 smaller groups (3 groups of females and 3 groups of males). Each group is assigned an area of the room for their discussions. They are told they will select one person from among their group to play the role of the particular member of the family assigned to their group.
3. One role description sheet is given to each person in the small group and time is allowed to read the information and discuss the dynamics of the particular family member. The teacher/counselor goes to each group as they try to get into the role and answer questions.
4. Family members interact and work out their problems on three (3) separate occasions. This requires each participant to be familiar with their assumed roles.
 - the goals of the experience
 - playing the roles responsibly
 - accountability to the group by those representing a family member
 - playing it creatively to maximize learning
5. The teacher/counselor then distributes the "Summary of Events Past" and "Summary of Role Playing Events" to each group. Each group will have 15 minutes to choose and help their representative family member prepare for the Role Playing Event No. 1.
6. The teacher/counselor now moves the group from stage to stage through the following:
 - Representative family members meet for Role Playing Event No. 1
(Allow 15 minutes)
 - Representative family members meet with their respective role

- groups to process Role Playing Event No. 1 and prepare for Role Playing Event No. 2 (Allow 15 minutes)
- Representative family members meet for Role Playing Event No. 2 (Allow 15 minutes)
- Role groups process Role Playing Event No. 2 and prepare for Role Playing Event No. 3 (Allow 15 minutes)
- Role Playing Event No. 3 (Allow 15 minutes)
- Role groups process Role Playing Event No. 3 and make recommendations which their family member would need to carry out for developing a strong and independent identity (Allow 15 minutes)
7. The teacher/counselor stops the role playing simulation and the entire group shares their recommendations for family members and reactions to the total exercise.

The following are points to consider in the discussion:

- a. When authority to make decisions in a family is split between husband and wife, parents correspondingly distinguish roles of boys and girls in the family. Such families tend to be less democratic and less openly affectionate. Parents who share activities and control of domestic affairs tend to transfer this to their children and are more openly affectionate with them.
- b. Parents exert more influence in terms of basic value orientation than peers.
- c. The influence of siblings is considerable, especially in the area of sex role:
 - when siblings are of opposite sexes, the parents expect the daughter to be relatively more "feminine"
 - boys or girls with male siblings make better achievement test scores

FAMILY ROLE DESCRIPTIONS

Mother
(Louise)

Age 45. Remained at home until youngest child in junior high school. Then went to work as sales clerk in dress shop, in same shopping center where husband works, to help earn money for children's college education. She believes that the husband should be the primary breadwinner and the ultimate authority in the family. She also believes that the wife should never disagree with the husband before the children and that final matters of discipline are in his hands.

She believes that the ultimate fulfillment for a woman is to marry and have children. She believes a girl should come to her husband as a virgin and if she has sex before marriage she is irremediably spoiled. She has a close relationship with her daughters but the eldest daughter has always been the one she confides in, particularly about the youngest whom she worries a great deal about because of her over-sensitivity and tendencies toward depression.

Information Unknown to Other Family Members:

Mother has discovered a lump in her breast a week ago but has told no one. She knows she must see a doctor but is delaying because she hates seeing the physician about a "female" problem and more importantly because she fears it is cancerous and she dreads the thought of having her breast removed.

Father
(John Sr.)

Age 48. Unable to attend college although he had wanted to. Entered a managerial training program with a large company and now manages a department store in a large shopping center. He is intensely proud of his eldest son who has just begun his second year in college and is on the dean's list. He tells everyone about him and how he plans to attend dental school. He believes a woman's main role is that of wife and mother and has never forgotten *his* father's admonition that a man takes care of his woman. He repeats this often to his sons and has extended it to mean his little girls at home. He adores them but does not understand the extreme sensitivity of the youngest one who becomes easily upset and unhappy. He assumes that it is a result of the bodily changes of adolescence. When the school suggested therapy, he got her the "best" and has paid willingly without a murmur. He is deeply troubled about his youngest son who is not doing well at school and showing no ambition. He secretly suspects he is on drugs and now insists he show up every day after school to work as a stock clerk in the store so he can keep an eye on him. He feels it was the mother's fault for being too easy on him as a young child.

Information Unknown to Other Family Members:

Father knows he has gone as far as he can go in the com-

pany. He has been passed over twice for promotion to Superintendent and now has a younger Superintendent who comes several times a year to check on his work. The Superintendent's last report was critical, in part, and while he knows he will never be fired, he now sees his future as being slowly decelerated until retirement time when he will be made a supervisor of only one department of a store. The company has done this several times with men who reach 55.

Father also keeps a flask at work but never drinks on the job. He believes in setting a good example at home.

Eldest Brother
(John)

Age 20. A junior in college. He has always done well in school and has made the dean's list each semester in college. He works summers to help pay for dental school, which he hopes to attend. He greatly admires his father although a little afraid of him and has a warm affection for his mother. He considers his parents too old-fashioned and wishes they did not live so much for their children. He also believes they should make a greater effort to communicate with their children as people, especially now that he is away at college. He knows his brothers and sisters cannot come to him for advice about things they never tell Mom and Dad. He is especially fond of and concerned for his youngest sister and has been ever since she was brought home from the hospital as a baby.

Information Unknown to Other Members of Family:

He is in love with Karen, a junior in college. They plan to live together their senior year. If that works out they will marry and she will work to help send him through dental school, thus relieving the financial burden on the family so other children can have a better chance at college.

Youngest Brother
(David)

Age 17. A senior in high school and failing in half his subjects so far this year. He knows this is a disappointment to his father and is miserable because of it. He feels he can never live up to his older brother's reputation. The one area he is proud of is his work at the store his father manages. He has a talent for displaying merchandise and has saved his

father money by catching many careless errors in supervisors' purchasing and checking over inventories. He would like to go into business like his Dad and would like to continue work at the store only going to Junior College at home to get the needed business and accounting courses. He has few friends at school and is too shy to ask girls out. He goes to some parties and occasionally gets with a girl but it never seems to go anywhere.

Information Unknown to Other Members of Family:

He is a heavy pot smoker and though he believes this is wrong, he can't seem to stop himself. The only time he feels really good is when he is high — which he is most of the time on weekends and at night when he tells his family he is studying.

Eldest Sister
(Janie)

Age 15½. A sophomore in high school. Good student; excels in math and chemistry. She has acquaintances among the girls but is basically a private and shy person. The only person she feels really close to besides her older brother and younger sister is her boyfriend, Michael. His family and hers have been good friends for years and they just seemed to start going together naturally. Everyone knows they go steady and while she sometimes thinks she might like to try dating someone else, she is mostly glad because she is secure in always having a date. Besides, Michael is very possessive and lets her know he resents her spending much time with anyone else.

She shares with her mother the role of trying to keep her younger sister from getting upset and rarely resents doing most of the housework now that mother works. She occasionally resents that her younger sister does not pitch in, but would rather do it than hassle her.

She no longer minds not being Daddy's little girl as her sister is and enjoys his seeing her as the second woman of the house: praising her cooking and asking her advice about houseware products he is planning to order for the store.

Information Unknown to Other Members of Family:

She has secured birth control pills with the help of a girl friend's mother and has been taking them for the last 6 months.

Youngest Sister
(Felicia)

Almost 14 and in 9th grade. A brilliant student in creative arts and literature, but almost helpless and immature compared to other girls her age. She has always been considered the baby of the family and treated accordingly: adored and petted but never an equal. Although resentful of this, she has never pushed to have it be any different. For years she sat at the table listening to older brothers and sister talk about their activities and experiences at school and with their friends and felt they didn't ask about her life because she had nothing as important to share. Being quiet became a way of life. One Saturday afternoon she attended a movie about demon possession with her two close girlfriends. The family had to be called to come and get her. She had gone into hysterics and then a depression. Therapy was recommended and she has been seeing a therapist for a year now and making progress.

Information Unknown to Other Members of Family:

When she was 12 years old she was waiting in her father's office for him to take her to an appointment. She was opening drawers and in one she found pornographic pictures. She was shocked and frightened to think they belonged to her father and that he looked at things like that.

SUMMARY OF EVENTS PAST

Nov. 16

Mother and Father met with the youngest daughter's therapist who informed parents that much progress had been made on Felicia's core problem: not wanting to become a mature woman. The therapist recommended that they encourage Felicia to begin attending chaperoned dances and boy-girl parties stating that Felicia herself finally felt the motivation and courage to do this. The therapist advised healthy encouragement and support for Felicia's sexuality and that she no longer be treated as a child.

Nov. 21

Mother came home from work ill to find Janie, the eldest daughter, and Michael, her steady, engaging in sexual intercourse. She ordered Michael from the house, called her husband home and the parents in turn called Michael's parents

and requested they bring Michael with them the next evening to straighten the matter out. Janie's parents told her they were going to insist that she never see Michael again. Janie in turn told Michael this the next day at school and Michael said he'd fight it. The parents have not discussed this with the other children and have asked Janie not to as well. Janie agrees.

Nov. 22

David, the youngest son, skipped out of school at lunch time and went to Omega House to talk to a drug counselor that one of the guys he knew said was "O.K." As a result, he has decided to join Omega House's non-residential program and they have agreed to accept him if he will tell his parents. He agrees with relief and apprehension but has made up his mind and plans to tell them this evening.

SUMMARY OF ROLE PLAYING EVENTS

No. 1:

Nov. 22

Janie's family finishes dinner together (the eldest son is home from college for Thanksgiving vacation), then suggest activities which remove their other 3 children while Janie, her Mom and Dad, Michael and Michael's parents meet together.

Nov. 25

Thanksgiving Dinner. The family meets and talks together at the table and thereafter.

Nov. 26

Evening meal. Family all together except John Jr. who has left for college. The State Police phone announcing that John Jr. has been killed in a car accident.

3

The Ideal Marriage

Objectives For Students:

1. To experience interpersonal polarization effects relative to traditional versus liberal conceptions of marriage.
2. To observe how conflict is resolved when ideas are in polar opposition.
3. To anticipate consequences of "opposites attract" where opposites refer to traditional versus liberal conceptions of the ideal marriage.

Time Required:

Two class periods or 100 minutes

Number Of Participants:

Minimum 25 – maximum 100

Materials:

1. Attitude Toward Woman Scale and scoring instructions (Appendix B)
2. Newsprint or chalkboard
3. One copy for each student of "Opposing Views of the Ideal Marriage"
4. Pencils and paper

Process:

1. The teacher/counselor briefly introduces the activity by explaining its objectives and asks that students be honest and open about their opinions throughout; stressing particularly the non-evaluative aspect of the activity and the fact that everyone has a right to their own opinion of the ideal marriage.
2. If students have not previously taken the Attitude Toward Women Scale, an abbreviated version is distributed and completed now. (Items 4, 10, 12, 14, 17, 18, 21, 22, 28, 31, 33, 34, 35, 39, 46, 51 and 53 from the ATWS in Appendix B). Instructions for scoring just these items should be distributed on a separate sheet of paper.

If students have completed the ATWS previously, they are asked to look at the items specified above and compute a total score for the marriage relationship items only.

Students are asked not to discuss their responses for now.

3. After all students have completed scoring, a tally is made on newsprint or chalkboard, as follows:

Score Interval	Number of Scores
46 – 51	
41 – 45	
36 – 40	
31 – 35	
26 – 30	
21 – 25	
16 – 20	
11 – 15	
6 – 10	
0 – 5	
Number of students =	

4. Students are divided into three roughly equal-sized groups on the basis of their scores – high, middle, and low. (It may be necessary to get a tally for each score in the middle interval).

5. The three groups meet in different areas where they will not disturb each other. Each group selects a spokesperson and attempts to achieve consensus on a point of view about the ideal marriage. Copies of the "Opposing Views of the Ideal Marriage," p. 4, are distributed to each group member. They then instruct their spokesperson on a strategy for persuading the other groups to accept their position. Allow 15 to 20 minutes.
6. All three groups of students meet together but sit with their own group. The three spokespersons sit in such a way that they have eye contact with each other and they discuss their opinions. Allow 10 to 15 minutes.
7. The three groups now re-caucus with their spokesperson. The spokesperson receives feedback and further instructions and suggestions. Allow 10 to 15 minutes.
8. The entire group reassembles once again and the teacher tells them that after the spokespersons exchange their views for fifteen minutes, the middle group is going to vote by secret ballot for the position of either the high or low group. The spokespersons once more discuss their viewpoints.
9. The teacher/counselor distributes ballots to the students in the middle group, who mark them independently either "high" or "low." The ballots are collected, counted and the vote announced. Students of the middle group may volunteer to give their reasons why they voted as they did.
10. The teacher/counselor leads a general discussion of the exercise, questioning or encouraging comment on the following:

How was sex membership distributed in each group? Why? What did you note about the sex of spokespersons chosen? What does polarization look like? feel like? How was conflict handled? Does this exercise have parallels in our culture? What might occur if two persons married without discussing or being honest about their views on marriage?

Do partners in marriage ever change their views?

OPPOSING VIEWS OF THE IDEAL MARRIAGE

Traditional

The husband should be the primary breadwinner and primary decision maker about how finances are used, and even though he may inform his wife, he should be under no obligation to do so. When the wife needs money for household or personal expenses, her requests should be honored by the husband.

The husband should be the legal representative for the family.

The wife should take her husband's name. Her role should be one of having the home cared for, meals and clothes ready for members of the family before attending to personal or other interests. She should try to maintain her husband's role as final authority in the eyes of the children, consult her husband about family plans and entertain for him. The wife's role should include minimizing irritation and inconveniences when the husband comes home from work. And she should put being a good wife and mother before concern for her own rights. She should not expect her husband to do household chores when he has worked all day.

In the event of divorce she should receive the home and alimony, especially if children are involved.

Liberal

The man and wife should be equal partners in budgeting. No one person should have final say about how or for what money is spent, and wives should not be protected from knowing the financial state of affairs — good or bad. Wives should receive a salary for their work: whether at home or in an occupation.

Both husband and wife should be able to legally represent the family.

The wife should retain her maiden name. Her role should be equal to her husband's in final decisions about raising and disciplining the children. She should expect her husband to share equally in household tasks and concerns.

In the eventuality of divorce, the wife should not receive more than half the value of the house and no alimony if she is capable of self-support. If she is not capable, she should receive compensatory alimony until she is able to do so. If children are involved she should have no more obligation than the husband to take custody of them.

4

How Do I Love Thee, Let Me Count The Days

Objectives For Students:

1. To increase their awareness of some future realities (e.g., most will have a family and a career whether they plan for it or not).
2. To gain experience in dealing with changed circumstances from which there is no retreat once they have occurred.
3. To give careful consideration to planning their future lives.

Time Required:

Dependent upon number of students, number of small groups, and number of case examples used.

Number Of Participants:

12 minimum

**This activity is based on the idea of "When I Grow Up I'm Going To Be Married: A Game Which Illustrates How Time and Circumstance Affect Women," State of California Advisory Commission on the Status of Women, 1108 14th Street, Suite 106, Sacramento, California 95814.*

Materials:

1. Each student should have a numbered case example appropriate to student's sex. Six male and six female case examples are included.
2. Pencils and paper.

Process:

1. If more than twelve students, the teacher/counselor divides the class into smaller groups of 8, 10 or 12 depending on the number of case examples selected for use. There should be an equal number of case examples for males and females.
2. The students are given the numbered case example with four facts which correspond to research and statistical data presented in the introduction of this section (e.g., marital, work, and life expectancy information). Students are asked to read the four facts to themselves and exchange these facts with members of the same sex in their group until they feel they have one fact which fits them best. Next, they are asked to take three minutes to imagine an "ideal life" around the facts. Each case has chance factors associated with it. These should be hidden from students initially by covering over the bottom half of their work sheets. Request that students not unstaple the covered bottom of their sheet just yet.
3. Each student is asked to read the four facts aloud and describe his or her ideal life built around them, indicating at which points in their lives they will be doing what. Select a student to note the main elements of the plan on paper.
4. The first student is then asked to unstaple the covered bottom half of his/her case example and to read the chance factors aloud to the rest of the group.
5. The group must keep in mind the aspirations of each particular student and contribute suggestions on how to cope with the problem or happening that has developed. Next, they are asked to present ideas on if and how early planning might have prevented the problem. This process is repeated until each student's altered life has been dealt with.
6. The entire class should share reactions to this exercise. The information presented should be useful in the discussion.

Information For Facilitator:

When asked whether a four-year college education is essential for the personal fulfillment and life satisfaction of women as for men of comparable intelligence, only two-thirds of male college students agreed (this figure would un-

doubtedly be less if non-college males of same age were included).¹

When asked whether bright girls often forfeit ambitions for careers because they might hurt their chances for marriage, 57 percent of the college students agreed and more females than males believed this proposition true.²

Research offers evidence that young people themselves are seriously concerned over the choice of a suitable mate.

- In a study of white ninth graders in Georgia, 88 percent of the boys listed housewife as the occupation they preferred for their wives, and only 9 percent believed they might marry more than once.
- A summary of research findings in this area reveal that boys are more romantic (than practical) than girls and that boys put more emphasis on a mate's youthfulness, attractiveness, and popularity.

Case No. 1

MALE

You will live to be 65 years old.

You will marry and have children.

You will enlist in the armed services after high school where you will acquire preparation for an occupational field.

You will leave the armed services and take a job with good opportunities for advancement.

Chance Factors

You advance well on the job and are able to buy your own home by the time your first child is born. You finally convinced your wife, who initially worked, to stay home while the children are young. You continue to advance and are making an excellent salary by the time your two children are in school. Your wife is bored, insists on returning to work, but settles on college instead in order to fit her schedule to family needs. She will soon be graduating and taking a promised job in your town when you learn the company you work for has gone bankrupt. Similar industries are located far away, but you may not be able to get as important a position as the one you have been holding. What do you do?

¹E. B. Luckey and G. D. Nass, "A Comparison of Sexual Attitudes and Behavior in an International Sample," *Journal of Marriage and Family*, 1969, 31, 364-379.

²Dorothy Rogers, *The Psychology of Adolescence*, 2nd Ed. (New York: Appleton Century Crofts, 1972).

Case No. 2

MALE

You will live to be 60 years old.
You will marry.
You will have a high status-level career.
You will not marry until you have completed graduate school.

Chance Factors

You meet your wife in graduate school and marry immediately after graduation. You both pursue highly successful careers, but do not work together. When you are 38, your wife publishes a book in your field and becomes nationally recognized. As a consequence she is offered an important position with the government in Washington, but this means a move and that you will have to start all over. What do you do?

Case No. 3

MALE

You will live to be 63 years old.
You will marry and perhaps have a child.
You will have a professional career.
You will not marry until you finish college.

Chance Factors

You and your wife meet in college and marry soon after you both go to work. You like your work and do well in it, but you also have an interest in other things and want time to pursue them. Your wife is more ambitious, works longer hours and advances quickly. At 30, you decide you would like a family, but your wife refuses to quit work to remain at home with a child during the early years and seriously questions whether the average 70-hour work week she puts in will leave her sufficient time for a child. What do you do?

Case No. 4

MALE

You will live to be 64 years old.
You will marry and have children.
You will have a successful business career.
You will not go to college.

Chance Factors

You are very successful at your job and advance to a position of some power with decision-making responsibility. Unfortunately, your job takes you away from home an average of two weeks a month. Your wife is an attractive socialite who has done much entertaining and community work to help you professionally while still carrying the major share of home and child-rearing responsibilities. Now you learn she is dying of cancer and that before a year passes you will be left with two children ages 7 and 11 and incredibly heavy medical expenses. What do you do?

Case No. 5

MALE

You will live to be 65 years old.
You will marry and have children.
You will hold a good job and buy your own home.
You will complete Junior College.

Chance Factors

You marry at 20 and by age 25 have two children ages 3 and 1½. Your wife has returned to finish her college degree part time, but by the time you are 26 she leaves you and the children to pursue a life of her own. What do you do?

Case No. 6

MALE

You will live to be 45 years old at which time you will learn that how long you live depends on how well you care for your health.
You will marry and have children.
You will have a high status level career and make over \$75,000 a year.
You will not marry until you complete graduate school.

Chance Factors

You marry a beautiful secretary four years younger than yourself. You have a lovely home in a middle-class neighborhood, take European vacations, entertain well socially. Your wife becomes involved in civic affairs and child rearing. You soon become recognized as one of the most promising professionals in town as you advance and make increasingly more and more money. You sell your home and move into a much larger one in a wealthy neighborhood. Your standard of

living requires a great deal of money, but you still have some savings which you put aside for sending your three children — now teenagers — to college.

Now at age 45 you have had a serious heart attack. The doctors tell you that you will either cut your work load in half or your life expectancy. In fact, if you continue working as you do you could have another attack at any time and not recover. What do you do?

Case No. 1

FEMALE

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for at least part of your life.

You will go to college before marriage.

Chance Factors

You go to work to help your husband complete dental school and get established in private practice. Then, you have two children but have a housekeeper to help with your new house and babysitting so that you can pursue some of your own interests. You are very happy with home, family, and pursuing an occasional intellectually stimulating course until at age 39 your husband asks for a divorce so that he can remarry. The court awards you habilitative alimony for 5 years and child support. The community property (house, cars, clothing, furniture) must be divided in half. What do you do?

Case No. 2

FEMALE

You will live to be 77 years old.

You will marry and have twins.

You will work outside the home for at least part of your life.

You will go to graduate school after you marry.

Chance Factors

You meet and marry your husband while you are in college. You both work. He is a pilot, and you enjoy teaching, but look forward to having a family. After 8 years, you decide you probably cannot have children, and your husband refuses to adopt. You go to graduate school to provide some challenge since you expect to continue a career after all. Upon completion of graduate school you learn you are

pregnant, and soon twins are born. You remain at home only to find yourself single when the twins are 22 months old. You cannot maintain the house on your 10 years of alimony and child support checks. What do you do?

Case No. 3

FEMALE

You will live to be 75 years old.
You will marry and become pregnant.
You will work outside the home for at least some part of your life.
You will not go to college before you marry.

Chance Factors

You take a job out of high school and you marry at 19 years of age. He leaves you when you become pregnant. You lost the child and learn you will never bear another. You return to work and 3 years later marry once more. Your husband is a police detective who earns a good salary but must pay some child support to his first wife. You continue working, taking civil service exams, and advancing to increasingly responsible positions in the county court governmental operations where your brains and ambition are recognized. You are very interested in the work, and the judges and lawyers respect your opinion, but over the 15 years you find you have gone as far as you can, and the work is less and less fascinating. What do you do?

Case No. 4

FEMALE

You will live to be 78.
You will marry and have children.
You will work outside the home for at least part of your life.
You will go to college.

Chance Factors

You are very good at the job you take right after college, and you begin graduate courses at the advice of others who recognize your promise. You meet and marry a man who also has a successful career although in a different field. You have two children but continue right on working because you enjoy it and you have help at home. When you complete your doctorate you are offered a very important position on par with your husband's. Within a year you begin to have severe anxiety attacks and concerns about your preadolescent children.

Your physician tells you there is nothing wrong physically but that you must stop losing weight or there will be. You are less and less happy and more and more having to force yourself to eat. What do you do?

Case No. 5

FEMALE

You will live to be 72.
You will marry and have children.
You will work outside the home at least part of your life.
You will complete college before you marry.

Chance Factors

You live at home with your parents, while attending college. You take a job for a year at which time you meet and marry a very successful young attorney. You remain at home raising the 2 children and entertaining socially. You become more and more bored and resentful at having no independent identity. At 30 you want to return to graduate school or begin your own professional career. Your husband, who is by now an important judge, states that he wants you to remain at home for him and the children and suggests you pursue useful civil volunteer work or take up a hobby. What do you do?

Case No. 6

FEMALE

You will live to be 80 years old.
You will marry and have children.
You will work outside the home for at least part of your life.
You will not go to college before you marry.

Chance Factors

You work for the telephone company for 2 years, and then you marry a fellow employee you meet there. You have a child, and since your husband is doing well and shows ambition and stability, you quit, buy a home and are active and involved in raising 3 beautiful children whom you adore. At age 40, they are all on their own and you see many empty years ahead. What do you do?

5

Independence And Interdependence

Objectives For Students:

1. To become aware that dependency needs exist in everyone, regardless of sex.
2. To compare differential expectations of interpersonal support by gender; i.e., who can we turn to when we need support – our own sex, the opposite sex, males only?
3. To increase awareness that maturity is not a one-way street and that mature persons have moments when dependency needs are strong and need attention.
4. To acquire insights into ways of managing dependency feelings which are facilitative to mature growth for both sexes.

Time Required:

90 minutes minimum

Number Of Participants:

50 maximum (with two counselor/teachers)

Materials:

1. One copy of the "Personal Reaction Sheet," for each student.
2. Pencils, magic marker and newsprint.

Process:

Note: This activity is valuable only if the guided fantasy situation is adapted to the needs and uniqueness of the student population. Any guided fantasy which confronts students with the universal feeling of aloneness in which they can all share may be used. Because of the potential intensity of such an experience the teacher/counselor will want to know his or her group and be especially sensitive to their dynamics during the guided fantasy and the exercise itself.

1. The teacher/counselor will introduce the general purpose of the exercise: identifying the reality of people needing people and acquiring further insights into how we all manage this in our own lives.
2. The Personal Reaction Sheet will be distributed and students asked to keep it face down.
3. The teacher/counselor informs students that they will be asked to close their eyes and imagine themselves as the main figure in an imaginary situation that the teacher/counselor will describe. They are reminded that they may open their eyes at any time, putting a stop to the experience for themselves if they so choose and without penalty.

The teacher/counselor proceeds – talking slowly, quietly and distinctly.

Model of an Aloneness Experience

"You are with the one person in this world that you feel closest to. Imagine warm pleasant surroundings and stay with this long enough to feel the good feelings that you get being with this person."

"Suddenly the moment is ripped away by the intrusion of police officers and the press. This person to whom you feel close is charged with a serious crime, arrested, and taken away. You are left alone. *Note what you are feeling now.*"

"Somehow you have gotten through the night but upon waking up the next morning you are struck by the realization that you are not going to see this person to whom you feel close. *Again, note your feeling but do not stay with it; you must get ready for school. Begin doing so as you try to brush away the feeling.*"

"Just before you leave for school you see the morning newspaper. There, in blazing headlines, is the crime charge and a picture of this person to whom you feel closest. In the background, *you* can clearly be seen as well. The content of the story mentions that the person was arrested in your presence and that the two of you have a close relationship. *Take note of your feeling at this moment.*"

"You are walking towards the school when a best friend of your own sex comes up to you. Who is it? Try to see their face clearly. Your friend mentions seeing the newspaper and, wanting to catch you before school started. Try to hear what this person has to say to you."

"You enter the school building. Your friend goes off in a different direction and you start down the hall toward your locker. As you walk alone the hall the other kids stop talking and stare at you as you pass. A few say "hi" but most just avoid looking directly at you. *Try to take note of what you are feeling so you will remember it later.*"

"A friend of the opposite sex comes up to you as you open your locker. Look at the friend. What is happening? What do you expect this person to say or do? *Make a special note to remember this.*"

"You finish at your locker and walk on to your first period class. Standing near the doorway of the classroom you are about to enter is the one person of the opposite sex who doesn't like you. Look at the person's face. What do you expect this person to say or do? *Take special note of it. You will want to remember it later.*"

"At lunch time you meet another close friend, confide what has been happening and how you feel. Ask your close friend's opinion of what you would do. *Listen carefully to be sure you get it right.*"

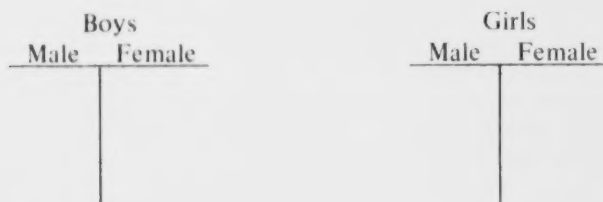
"On your way back from lunch a member of the same sex who doesn't like you calls out something to you. *What?*"

"It is near the end of the day now and you seek out the wisest person you know. You sit down under a tree and tell them what you are feeling and ask for this person's advice. It is -----."

4. Students are instructed to open their eyes and record before the fantasy fades on the "Personal Reaction Sheet." They should be told that this sheet is for their own use.
5. As students finish recording the teacher/counselor tells them that the voice of the wise person is really their own inner strength telling them what to do, that we always know more than we think we know and that one purpose of this exercise is to remind each person that if they search quietly inside themselves they will often find helpful answers.

Several students may be asked to volunteer the advice they gave themselves as the wise person.

6. The teacher/counselor also notes to students that: (1) regardless of our ability to help ourselves in difficult times we all experience the need for the support of others; and (2) another purpose of this exercise was to get in touch with that need in ourselves and then analyze what we expect in the way of support from others on the sole basis of what sex they are. The teacher/counselor calls on male and female students separately to raise their hands indicating which sex the wisest person was in their fantasy. (Both sexes usually report predominantly male.)



7. Students are divided into same sex groups and asked to share what occurred in their fantasies with each other. Same sex groups will process their reactions to steps "a" through "j" on the Personal Reaction Sheet. A summary comment will be written in the appropriate location on the large newsprint sheet which is a duplicate of the Personal Reaction Sheet. Students should be told that this summary of their reactions will be shared with the opposite sex group. Allow 30-40 minutes.
8. The entire class meets together to share summaries. Allow 15 minutes.
9. Teacher/counselor asks students to compare and note any patterns related to sex. Allow 15 minutes.
10. Students are asked to react to a statement from the Attitude Towards Women Scale in Appendix B (Item 55): "Most women need and want the kind of protection and support that men have traditionally given them." The teacher/counselor may want to impart the following information in brief statements, letting students react to them. (Allow 15-20 minutes):
 - a. Many psychologists point out that an advantage of the female role in our society is that it puts less strain on her than the male's does on him. The girl is more sheltered as a child, and when she marries she may simply slip under the protection of her husband.

Do you think this is: true? an advantage? an advantage males might want to share?

- b. Many psychologists question whether the present cultural concept of masculinity is mentally healthful. The male must be a red-blooded, aggressive go-getter and any confessions of doubts or insecurities would tarnish this image and render him suspect of femininity.

Do you think this is true?

PERSONAL REACTION SHEET (For Your Own Private Use)

Portion of Hypothetical Situation	Feeling	Expectation		Advice
		Your Sex	Opposite Sex	
a. Loss of person				
b. Waking up and the realization of "aloneness"				
c. Newspaper				
d. Best friend				
e. Down school halls				
f. Friend of opposite sex				
g. Opposite sex who doesn't like you				
h. Best friend at lunch				
i. Same sex who doesn't like you				
j. Wise person				



Sitting In The Center Watching All The Girls (Boys) Go By

Objectives For Students:

1. To identify values ascribed to the opposite sex in terms of desirability as a dating partner (physical, intellectual, personal, social).
2. To identify any pattern(s) in preferences of males and females.
3. To compare findings with results of sex-role stereotypes and clinical judgments of mental health.

Time Required:

Flexible, dependent on number of students

Number Of Participants:

Minimum of 10; maximum of 40

Materials:

1. Paper and pencil for each student
2. Chalkboard
3. One ditto copy for each student of Broverman Study Summary (See p. 3)

Process:

1. The teacher/counselor introduces the purpose and a brief description of the exercise. The brief description might be worded as follows: "We are going to divide into two groups, male and female. Within these groups we will be writing descriptions which will be submitted to the opposite sex group for discussion and then take a consensus ranking of its value. We will meet together for the ranking with each sex group. Each will sit in the center of the circle when it is their turn to rank the descriptions submitted." The teacher/counselor stresses the expectation that students should be authentic and open during the exercise.
2. The students are separated into separate sex groups. Instructions to these groups are as follows: "Let's begin by writing several descriptions together." (eg., in the intellectual realm, Susie Q is very intelligent. She avoids showing this when she dates, however. She would never, for example, say that her date was wrong about something even when she plainly knows this to be the case. Or, John Jones plans ahead for a date. He decides what they will do – for example, see a movie, and he takes full command of the situation. Or, Phyllis always offers to pay for her half of the expenses on a date because she knows she makes as much at her part-time job as most of the boys she dates.)
3. Each student is then told to write one or more descriptions on his/her own. Stress that the authors of each description will be anonymous and that writing the description now gives each student a chance to find out something they really want to know about what boys (or girls) think of a particular quality or behavior they possess.

Allow enough time for students to write, fold and collect their descriptions. Before meeting with the entire group, the descriptions should be read off to the members of the same sex group quickly to eliminate duplicates. This provides a priority listing of things considered most important to know for the teacher/counselor and students' information. Descriptions submitted can be ordered accordingly, in case time limitations don't permit all descriptions to be read.

4. The entire group meets together with first one sex group in the center and the other sex group sitting in another concentric circle facing the center. One sex member is placed directly behind the opposite sex member in the center subgroup. The teacher tells the students in the outer circle that they will act as process observers and will be giving the person directly in front of them feedback following their group rating session.
5. Students in the center are told that they will have a maximum of two minutes to reach consensus on a rating between one and ten for each description submitted. The teacher/counselor or inner circle student may keep time and read the descriptions.

6. At the end of the time, the process observers give the person in front of them feedback privately. Allow 5 minutes.
7. The process is now repeated with the outer circle becoming the inner circle. Observers now in the outer circle should be behind a different person than they sat in front of previously.
8. The two subgroups now meet as one. The teacher/counselor distributes a ditto sheet to each student with the following information:

A group of 70 clinical psychologists were polled on personality characteristics of males and females by Inge and Donald Broverman¹ at Worcester State Hospital. Given 122 items, each describing a personality trait, they were asked to first identify which traits define the healthy adult male and which the healthy adult female.

Results:

FEMALE	MALE
non-aggressive	aggressive
unable to separate feelings from ideas	non-emotional and objective
strong need for security	has little need for security
dependent	independent
tactful and gentle	competitive
sneaky	logical
religious	self-confident

The Broverman study also found that the clinicians' concepts of a healthy adult male were not significantly different from their concepts of a healthy adult. But their concept of a healthy adult woman was very different from what they felt made a healthy adult.

¹ Broverman, I. L., Broverman, D. M., Clarkson, F. E., Rosenkrantz, P. S. and Vogel, S. R., "Sex-role Stereotypes and Clinical Judgments of Mental Health," *Journal of Consulting and Clinical Psychology*, American Psychological Association, 1970, Vol. 34, p. 1-7.

7

The Vulnerable Male

Objectives For Students:

1. To develop awareness that many males (and females) experience feelings of vulnerability in attempting to initiate dating relationships.
2. To examine situations which elicit vulnerable feelings and explore alternatives for feeling management.
3. To trace antecedents and consequences of role reversal and role sharing in initiating dating relationships.

Time Required:

Three 50-minute class periods

Number Of Participants:

50 Maximum. Equal number of males and females.

Materials:

1. One copy of the "Choice Experience Data Blank" for each student
2. Two master newsprint sheets for tabulating data (one previously written as choice experience data blank for chooser, and one for chosen)
3. Pencils

Process:

1. The teacher/counselor asks the male and female students to stand on opposite sides of the room. The female students are instructed to pick one boy to be their partner but preferably a boy with whom they have little familiarity. The male students are instructed that they will have one chance to turn down the female who chooses them in order to insure more compatible partners. Five minutes are allowed. After choices are made, students are told that that was, in fact, the exercise. Ask them to reflect on this experience and use it as data to accomplish the objectives of the activity, which can now be explained. Boys and girls should sit in separate areas at this time.
2. One "Choice Experience Data Blank" is given to each student to complete. When completed, teacher/counselor collects the boys and girls blanks separately.
3. Explain that you reversed the traditional roles by having girls be the choosers in order that they experience empathy with males who traditionally have to take the risk of rejection when initiating dating. For the same reason, you ask that the males each take a completed data blank from the chooser's box (females) and that each girl take one from the chosen's box (males). Each sex group now has the data to compile. The two groups tally the information from the data sheets separately with one person completing the master newsprint sheet while other students read off the data. When the tabulation is completed allow five minutes for each group to discuss whether the opposite sex had a variety of feelings similar to their own.
4. The entire group reassembles to combine the tabulated data and discuss:
 - a. Each of the categories of the "Choice Experience Data Blank" in terms of the effect it has on the person themselves and on the other person in a dating experience (i.e., is it really kind to accept a date with someone you don't want to go out with? For yourself? For the other person? Why and why not? What should you do?)
 - b. Feelings about girls initiating a date.
5. The teacher/counselor now introduces the concept that, even in a potential rejection situation, we are responsible for choosing how we feel. That is, we can choose to put ourselves down or not. Have students discuss this concept and how it applies to the dating situation. For example, if someone turns us down we naturally feel badly, but, to stay with that feeling and amplify it is a choice we can make. This can be illustrated concretely for students by having two volunteers to sit in chairs behind the "Risk Taker" in the following role-playing situations. Explain that one volunteer will play the voice of the "Rotten Downer," saying the things people say to themselves to put themselves down when they re-

CHOICE EXPERIENCE DATA BLANK

I was: (circle one)

Chooser

Chosen

Check as many of the following as you experienced. If none apply, please write in what you did experience.

BEFORE I chose I was:

- ☐ anxious about choosing for fear I would be turned down.
- ☐ afraid to choose whom I really wanted so I chose someone else instead.
- ☐ waited until it was too late and the choice sort of made itself which made me feel _____ at myself.
(write in)
- ☐ confident about choosing because:

AFTER the choosing I felt:

- delighted _____
- satisfied _____
- ill at ease _____
- disappointed _____
- angry _____
- other (write in) _____

BEFORE I was chosen I was:

- ☐ afraid I would not be chosen
- ☐ afraid I would be among the last persons chosen
- ☐ afraid I would be chosen by someone I didn't want to choose me
- ☐ worried about turning the chooser down
- ☐ but I did anyway _____ so I didn't but _____ wanted to _____
- ☐ confident because (write in):

AFTER the choosing I felt:

- delighted _____
- satisfied _____
- ill at ease _____
- disappointed _____
- angry _____
- other (write in) _____

flect on themselves and their behavior. The other volunteer will play the role of "Kind Lifter," saying the things needed to avoid the person's clinging to the bad feelings and overgeneralizing them as a total self-evaluation. Different students can be called on to play these two "behind the scene roles."

6. The teacher/counselor calls for volunteers from the class to role play each of the risk taking situations below. Explain that the volunteers are offering to take the parts of characters in scenes they will be given. They will make up the action and the dialogue as they go along according to how they imagine the character they are playing would react to the situation.
7. The teacher/counselor, after securing the proper number of volunteers for each situation, reads the description of the scenes to the entire group. The student volunteers assign themselves roles within the situation. Students are told that the scenes are played with an internal dialogue BEFORE and AFTER which is carried on between the two volunteers who play the "Rotten Downer" and the "Kind Lifter" and the "Risk Taker" who initiates the dating situation. These two roles can also be pantomimed. Each scene may be played more than once if time permits. After each situation has been role played, the entire group is asked to react to the presentation in terms of:
 - a. accuracy with which all roles were played
 - b. the dynamics of the Risk Taker (i.e., was he/she being kind to him/herself? How?)
 - c. intra personal and interpersonal solutions to the situation.
8. Before concluding allow students to react to the exercise in total. If they have not already done so, ask students to note if any pattern of sex assignment occurred in the role playing situations. If so, have them speculate as to reasons and react to the pattern.

1. PAT

- A. Four volunteers needed.
- B. *Read:* Pat is sitting at home alone before the telephone. Pat is calling Terri/Terry for a date for the fourth time. The other three times Terri/Terry refused because of previous plans. This time Pat is going to ask Terri/Terry out a month in advance. Terri/Terry again refuses.
- C. Role play the situation remembering to include an internal dialogue before and after the telephone conversation. Allow 6 minutes.
- D. Total group reaction to the role playing. Allow 6 minutes.

2. GERRI/JERRY

- A. Four volunteers needed.
- B. *Read:* Gerri/Jerry is waiting to talk to Pat after class. They have just finished working on an assignment together all week in class and Gerri/Jerry now thinks Pat would be a great date and is planning to ask. Pat accepts.
- C. Role play the situation, remembering to include an internal dialogue before and after Gerri/Jerry and Pat talk. Allow 6 minutes.
- D. Total group reaction to the role playing. Allow 6 minutes.

3. TERRY/TERRI

- A. Four volunteers needed.
- B. Pat, a new student, has sat with Terry/Terri every day for the last two weeks to eat lunch. Today Terri/Terry sits waiting for Pat with an invitation to go out as well. Pat refuses.
- C. Role play situation including Terry/Terri's internal dialogue before and after Terry/Terri and Pat talk. Allow 6 minutes.
- D. Total group reaction to the role playing. Allow 6 minutes.



The Vulnerable Female

Objectives For Students:

1. To develop an awareness that many girls in random dating relationships experience strong feelings of "vulnerability."
2. To examine situations which elicit helpless feelings and explore alternatives for feeling management.
3. To trace antecedents and consequences of idealizing helplessness as a female virtue.

Time Required:

90 minutes

Number Of Participants:

50 Maximum

Materials:

None

Process:

1. The teacher/counselor explains to students that they are going to take a guided fantasy. Asking them to close their eyes, visualize the scenes about to be described, noting whatever comes into the picture. The teacher/counselor relates the following description softly and slowly enough so that mental images have time to form for each portion.

"The scene is a dusky library near closing time. / 'Way in the back past shelves of books and empty aisles two people sit alone at separate tables — a boy and a girl. / The boy, a handsome male with dark penetrating eyes is unused to spending much time here and so his attention wanders often to the bent head of the girl. / Sunlight streams in the one lone window lighting her hair and giving it the effect of a halo. She raises her eyes occasionally to find the boy looking directly at her and each time she lowers her eyes, blushing demurely. / The girl rises. His eyes follow her as she walks a few feet into one of the aisles and climbs the high step stool to reach for a book on the top shelf. / The stool sways and she is about to fall to the floor when/ . . . [Please complete what happened next.]"

2. The teacher/counselor calls on volunteers — boys and girls — to describe their fantasies and what happened at the conclusion. After the sharing the teacher/counselor points out that the fantasy has most of the elements which are common to romantic literature most often read by girls,¹ but equally enjoyed by males when incorporated in films, citing *Love Story* as only one example. Ask students to now try to identify these components.

The main component, is that in a weakened, vulnerable position, the female is adored, cared for and loved beyond bounds by the male. Other components included in this guided fantasy and present to a greater or lesser degree in most romantic fiction are:

- The female silently feels affection, but she never — repeat never — expresses this verbally and most of her actions, including eye contact, are of the waiting and silently hoping variety.
- Male rescues female from a disastrous or potentially disastrous situation.

and

- In a weakened, overwhelmed, grateful for male strength position, the woman is enveloped and smothered in kisses and masculine demonstrations of affection.

¹"SLJ" Up for Discussion," an article on representative replies from librarians throughout the country on differential tastes in escape reading of boys and girls, *School Library Journal*, September 1975, pp. 32 and 33.

Further guidance of the discussion should focus on the history and means by which romantic idealism of feminine impotence arose and is perpetrated. The point should be made that there was no deliberate attempt to convey this message; that it exists in our literature, on T.V., and in many of the current attitudes of parents and perhaps students themselves.

3. Each student now receives a copy of the two role playing situations titled "Who are the Victims?" Volunteers are asked to role play each of the situations at least twice. The teacher/counselor explains that the volunteers are offering to take the part of characters in scenes and that they will make up the action and the dialogue as they go along according to how they imagine the character they are playing would react in the situation. The teacher/counselor may want to reverse roles the students are playing in the middle of the role playing. Following each situation, the entire group is asked to react to the presentation in terms of accuracy of presentation, evidence of stereotypic mannerisms and reactions, and resolution of the situation.
4. Upon completion of both role playing situations and where appropriate, ask the following questions of the entire class:
 - How are the girls being unkind to themselves? to the boys?
 - How are the girls tripping themselves up?
 - What are the girls getting out of it?
 - What are the boys getting out of it?
 - What kind of vision is each sex holding onto?
 - Do these girls act like they secretly think that is they act helpless enough someone will come to the rescue?
 - How do the boys feel in these situations?
 - What kind of behavior do you think a male would accept in this situation instead of that shown?
5. More volunteers may be asked to role play the situations, this time with the females acting assertively. Again, have the entire class react and analyze the role playing. Elicit responses from the students which permit them to differentiate between assertive and aggressive.

WHO ARE THE VICTIMS?

Role Playing Situation #1

Nancy Nicegirl double dates with her girlfriend Sue and Sue's steady. They bring along Jack Jones whom Nancy has never met before. They all go to a drive-in. Nancy sits in the back seat with Jack who says nothing for the first hour. Nancy wonders about her appeal to Jack and endeavors to get acquainted off and on. Jack's responses are noncommittal. Suddenly, without warning, Jack grabs Nancy, pulling her towards him in a viselike embrace and tries to kiss her . . .

Role Playing Situation #2

Alicia accepts an invitation to the cast party from Jorge, a boy she has gotten to know in drama class. When they get to the car he has borrowed, she discovers it is a van. He invites her to join him in the back to listen to a new stereo tape deck he has just bought. She tells him she wants to go on to the party first. He agrees. All during the party Alicia worries about what will happen when Jorge takes her home. He asks to go several times, and finally Alicia can think of no excuse to remain. They start out the door to the van and . . .



A Mock Trial¹

Objectives For Students:

1. To become personally involved in a trial that concerns issues basic to sexual democracy in education.
2. To acquire basic knowledge of court procedure in a civil case.
3. To experience career roles and citizen roles. The career roles will provide female students with occupational information about careers traditionally filled by males.
4. To problem solve with the facts of an actual court case and compare their decision and rationale with the actual court outcome.

Time Required:

Minimum five 50 minute class periods

Number Of Participants:

40 Maximum

¹ This mock trial is based on the case Donna Hoover, by and through Cynthia Hoover, her next friend and parent, on behalf of all girls in the State of Colorado similarly situated, Plaintiffs, v. Alvin J. Meiklejohn, Jr., et al., Defendants, Civ. A. No. 76 M 1007., United States District Court, D. Colorado., April 15, 1977. It has been modified by including a jury for the objective of greater student involvement. The inclusion of a jury is not a violation of legal procedure in the U.S. District Court for this type of case. The judgment in the actual case was made by Judge Matsch.

Materials:

1. One case package for each student, to include "the case," the "Petition," and "General Procedures for a Trial."
2. One copy of "Role Cluster Groups" information sheet for each respective group member of role groups. (See step 3)
3. Witnesses' depositions, 10 copies
4. One copy of "Actual Trial Outcome" for each student.

Process:

Note: A lawyer or law student could be very helpful in either helping the class prepare for the trial and/or to view the trial and discuss what happened in the debriefing, Step.

1. The teacher/counselor points out that there are many things students can learn from participating in a mock trial and discusses the objectives with students.
2. The case package and "General Procedures for a Trial" are distributed. Students are asked to read over these materials carefully noting what roles they might like to play. All students are informed that they will be actively involved in the experience.
3. Students select who they want to be in the trial. A list of the people needed may be put on newsprint or chalkboard. They are:

1 Judge	Donna Hoover
2 Plaintiff's Lawyers	Cynthia Hoover
2 Defense Lawyers	Coach Eifer
1 Stenographer or Court Reporter	Theodore Fanning, M.D. Carol Alvarez, Ph.D.
1 Bailiff	Hank Albert, Exec. Dir.
1 Clerk	Clemet Botts, M.D.
6 Jury Members*	John Darnley, Board Member

*All members not assigned to other roles will stand available to serve on jury. Their selection will be made through the *voire dire* process. Step 5.

4. Students should work together in the following role cluster groups and prepare for the trial. Each role cluster group is given the information and directions for his/her role cluster group. Group I and Group II are instructed to meet together until all depositions are taken from the witnesses. Teacher/counselor will meet with these two groups initially and distribute a copy of the "Witness Depositions" to all in the group. Then witnesses will be excused and Groups I and II will meet alone.

Group 1 – Plaintiff's attorneys and witnesses

Group 2 – Defense attorneys and witnesses

Group 3 – Judge, Court Reporter

Group 4 – Clerk, Bailiff

Group 5 – Jury

5. The *voire dire* takes place just before the actual trial is to begin. The Judge, the potential jury members, and the lawyers take part in this. The lawyers will screen each possible jury member to decide if they are eligible to serve on the jury. Each lawyer has the right to challenge (eliminate) three of the jurors. The Judge oversees the proceedings and makes sure that any jury who cannot be impartial is dismissed with cause. The Judge is entitled to eliminate any number necessary.

Lawyers for both sides should have a sheet like the following on which they can record the answers to their questions:

6. The teacher/counselor explains that in actual trials, the witnesses are kept outside the courtroom until they are called to the stand. In this case, they will be present in order not to deprive students of the full benefit of the exercise. The "Mock Trial Procedure Guidelines" is now distributed to each participant, and the teacher/counselor moves them through its steps.
7. Students discuss what they have learned and felt from taking part in the mock trial in a debriefing session. Suggested questions to aid in this process follow. To be really meaningful, the process must take into account happenings within the particular trial as worked out by the students themselves.
 - a. In the actual trial no jury was requested by the lawyers of either side. Why do you suppose?
 - b. Juries have a most important role but often don't feel as important as they should? Do you think this was true? Why? Why not?
 - c. Lawyers how did you feel? Why?
 - d. Why do you think it is such a hard job for lawyers to get ready for a trial?
 - e. What about this trial made you feel satisfied? What about this trial made you feel dissatisfied?
 - f. What are the problems being a witness?
 - g. What parts of your trial would you change if you could do it again? Why?
 - h. What do you think was the most important thing you learned from putting on the mock trial? Why?

**JURY MEMBERS FOR THE CASE OF
HOOVER v. MEIKLEJOHN**

Identification	Answers to Questions				Dismissed or Challenged as Unacceptable
	#1	#2	#3	#4	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					

Questions:

1. Are you related to the plaintiffs, defendants, judge or lawyers or have any personal knowledge of them?
2. Have you formed an opinion about equal rights for women in athletics or in any other way which would prevent your being objective in this case?
- 3., 4. (Try to supply your own remaining questions.)

NOTE: (a) In a real case, the questions would not be limited to four.
(b) Most, but not all, Federal District Civil Cases have a jury composed of six members.

The Case:

HOOVER v. MEIKLEJOHN
U.S. District Ct.
April 15, 1977

In the fall of 1976 Donna Hoover, a female eleventh grade student at Golden High School sought a chance to play on the boys' soccer team because there was no girls' team. Golden High School had only a varsity soccer team which engaged in interscholastic competition with other public high schools in Colorado. The team coach permitted participation by Donna who was at that time 16 years old, 5'4" tall, 120 lbs., and in excellent physical condition. She was the only female on the team. She engaged in the conditioning and skills drills at the team's practice sessions and she played in junior varsity matches, which were unofficial contests played between the same schools whose varsity teams met in sanctioned competition. These junior varsity games were to assist the skills development of those who had not yet shown sufficient proficiency to play on the varsity team. Donna Hoover was the only female playing in those junior varsity games. Although she was stunned on one occasion as a result of a collision with a much larger player, she did not suffer any disabling injury in the games or in any practice sessions.

At the end of September the principal demanded her removal from the team because her participation was a violation of Rule XXI 3 of Colorado High School Activities Association. The rule states as follows:

"Participation in this activity shall be limited to members of the male sex.
NOTE: Because inordinate injury risk jeopardizes the health and safety of the female athlete, participation in this activity is limited to members of the male sex."

Donna Hoover believed that this rule — enforced by the principal acting as a representative of the school board — denied her (and all others of her class) equal educational opportunity, a right guaranteed by the equal protection clause of the Fourteenth Amendment. Accordingly, she (through her mother) brought a class action challenging the constitutionality of the rule and seeking an injunction against its enforcement.

SUMMARY OF EVENTS: PRE-TRIAL PROCEDURES

1. Donna Hoover's lawyers wrote a petition (pleading) against the School Board, the governmental body which has final control of the educational programs including athletics in the school district, and filed it at the U.S. District Court stating the class action complaint. In this case Donna Hoover becomes the Plaintiff and the school board, of which Alvin J. Meiklejohn is chairperson, becomes the Defendant.

United States District Court, D. Colorado

Donna Hoover, by and through
Cynthia Hoover, her next friend and
parent, on behalf of all girls in the
State of Colorado similarly situated,

Plaintiffs

v.

Alvin J. Meiklejohn, Jr., et al.,

Defendants.

P E T I T I O N

Comes now the plaintiff, and for her cause of action against the defendant states:

1. Plaintiff is a resident of the state of Colorado residing at _____ St. in _____, Colorado.
2. Defendants are residents, citizens and members of the Board of Education which governs Jefferson County School District R-1, Colorado.
3. That on the first day of September, 1976, plaintiff sought and received an opportunity to play on the varsity soccer team, that plaintiff did engage in conditioning and skill drills at the practice sessions and participated in junior varsity games which were unofficial interscholastic competitions played to assist skill development. That plaintiff was removed from the soccer team on the 28th day of September, 1976, by order of school principal who stated her participation was in violation of Rule XXI 3 of the Colorado High School Activities Association which sanctions all interscholastic competition in sports in the state of Colorado, and that plaintiff's removal was approved by the defendants, the Board of Education.

4. That plaintiff's said removal denies her equal educational opportunity and that the defendants' compliance with Rule XXI of Colorado High School Activities Association results in harm to the plaintiff and all female persons of high school age or younger in the state of Colorado who are or may be affected by Rule XXI.

Wherefore, plaintiff prays for a judgment declaring Rule XXI of Colorado High School Activities Association to be unconstitutional and an order against the defendants requiring the school board to permit her to play on the Golden High soccer team and to enjoin the other defendants from imposing any penalty or other sanction upon that high school or any competing team because of that permission.

When the school board learned they were being sued, they reviewed the case and agreed with the professional educators in control of the activities association that the game of soccer should be limited to members of the male sex and that Donna Hoover could not participate on Golden High's soccer team.

Before the case came to trial the lawyers for both sides had a Pre-Trial Conference with the Judge where they came to some agreement of the facts of the case in order to save time when they got to court. They could not agree, however, to settle the complaint out of court.

GENERAL PROCEDURES FOR A TRIAL

- I. Lawyer takes deposition. Lawyers may question (under oath) anyone from whom they wish information. They may ask them about everything they know about the case. The stenographer takes down on paper exactly what the witnesses say during the questioning. At the trial the lawyers may refer back to these papers to make sure the witness has not changed his/her story.
- II. Lawyers select the jury. This is called *voire dire*. For every trial, a group of about 20-30 jurors are called in to court (civil case). Lawyers (or the Judge) ask each juror questions about their attitudes and their knowledge of the case. The lawyers usually have the right to exclude a certain number of jurors (in this case, three) if they feel they have special feelings or have formed opinions that don't allow them to be neutral or impartial to the case.
- III. Trial. After the jury is selected, the trial begins. The Judge comes in and the clerk calls the court to order.
- IV. Opening statement. The plaintiff's lawyer gives an opening statement

first. Then the defense lawyer. In the opening statement each lawyer briefly tells his/her side of the story to the jury and says it is the believable one.

- V. Direct examination. The plaintiff's lawyer calls the witnesses he/she wishes to take the stand first. The lawyer should ask the witnesses just to tell who they are, what they do and what they know about the case.
- VI. Cross examination. After direct examination of the witnesses for the plaintiff, the defense lawyer cross examines or asks these witnesses more questions which might show that they are unsure or confused or not telling the whole truth in their testimony.
- VII. Direct examination. The defense lawyer calls the witnesses he/she wishes to the stand and asks them to tell what they know about the case.
- VIII. Cross examination. The plaintiff's lawyer then may cross examine these witnesses by asking them questions that might show they are unsure, confused or not telling the whole truth in their testimony.
- IX. Recall of witnesses. Generally, the lawyer who has brought in a witness has the right to recall that witness after cross examination by the other lawyer in order to ask about things brought out during the cross examination.
- X. Closing statement. After all the witnesses' testimony has been heard, each lawyer makes a short speech to the jury. First the plaintiff's lawyer speaks, then the defense. Both lawyers sum up the facts that have been brought out during the trial which support their side of the story. They try hard to convince the jury to believe their side.
- XI. Judge charges the jury. After the closing statements, the Judge reads to the jury instructions about what the law is concerning the case before them.
- XII. Jury deliberates. The jury then leaves the courtroom and is taken to a private room by the bailiff where they will make their decision.
- XIII. Reading the verdict. The jury returns to the court. The jury foreman reads the verdict to the Judge. The trial is then over.

ROLE CLUSTER GROUPS

GROUP I – Plaintiff's Attorneys and Witnesses

- a. The attorney's job is to convince the jury that the client, Donna Hoover, is entitled to what she is asking for.

- b. Attorneys in both Groups I and II question the witnesses (under oath) to find out what they will say in court about the case.
- c. Witnesses are dismissed. Group II meets elsewhere. Attorneys make a list of the evidence there is to prove your client should get what she is asking for.
- d. Review the procedures for trial so you know what to prepare for in the trial.
- e. During the trial listen carefully to the defense lawyers. You may object if you think something the defense lawyer is doing or saying is unfair. Listen to the defense lawyer's witnesses. Your aim in cross examination is to get the witness to admit some fact that will help your client's case.

GROUP II – Defense Attorneys and Witnesses

- a. The attorney's job is to convince the jury that the Plaintiff's complaints are not well-founded and that the law should not be used against your client in this case. You want the jury to decide that your client should not be forced to do what the plaintiff is demanding.
- b. Attorneys in both Groups I and II question the witnesses (under oath) to find out what they will say in court about the case.
- c. Witnesses are dismissed. Defense attorneys meet alone and make a list of the evidence that proves your client should not have to do what the plaintiff is demanding.
- d. Review the procedures for trial so you know what to prepare for in the trial.
- e. During the trial listen carefully to the plaintiff's attorneys. You may object if you think something they say or do is unfair. Listen to the plaintiff's witnesses. Your aim in cross examination is to get the witness to admit some fact that will help your client's case.

GROUP III – Judge and Court Reporter

The Judge:

- a. The Judge acts somewhat like a referee during the trial. It is the Judge's task to make sure legal court rules are followed. You must decide what to do if one of the lawyers objects. A lawyer can object if the other lawyer asks questions that: (1) don't have anything to do with the case, (2) badger the witness, (3) lead the witness to answer a question just the way the lawyer wants the witness to, and (4) asks the witness to give hearsay evidence.

- b. If a lawyer objects during the trial, make the lawyer state the reasons why. If you believe the reasons are valid, say: "objection sustained." If you believe the reasons are not valid, say: "objection overruled." Before the trial explain to the lawyers the types of questions they are not supposed to ask. Remind them they can object to something the other lawyer does.
- c. Read through the procedures for trial and make sure you understand.
- d. During the trial, it is your job to keep order in the courtroom. Ask witnesses or lawyers to speak up if the jury cannot hear them.

The Court Reporter:

- a. Your job is to take down every word that is said by the lawyers, Judge and witnesses during the trial. Since you probably do not have the training for this, you may ask one or two of the persons not selected to serve on the jury to help you. Instruct them to try to take down as many of the lawyers' questions and witnesses' answers as they can. You might try to make up your own shorthand code for this. For example, P ? criteria fr play means plaintiff's attorney questioned the criteria for being able to play soccer.

GROUP IV – The Clerk and Bailiff

The Clerk:

It's your job to make sure that the trial runs smoothly. Read over the trial procedures in order that you can do this. Find out from each lawyer the names of the witnesses that will be testifying. Fill out a subpoena for each witness and the defendant (See model below). Then give the subpoenas to the bailiff for delivery to each of the witnesses and the defendant in person. The clerk and bailiff can help each other in the preparations.

The Bailiff:

The bailiff gets the subpoenas from the clerk and delivers them to the witnesses and to the defendant. During the trial, you take charge of quiet and order in the courtroom. You lead the jury in and out of the courtroom at the appointed time during the trial and you make sure that members of the jury are not interrupted during their deliberations by persons outside the jury.

Assist the clerk in arranging the classroom to look like a courtroom. Think about props needed: a gavel, Judge's robe, a Bible, etc.

GROUP V – The Jury

The six members of the jury will not be chosen until the *voire dire*. Once

chosen, they must select a foreman from the six members. The jury foreman is responsible for going over the Judge's instructions with the other members of the jury, and for leading the discussions to reach a verdict. The foreman usually reads the verdict in court.

Until the voir dire, this group should discuss the following:

In theory, voir dire is the process whereby the attorneys try to choose impartial and fair jurors. In practice, lawyers often seek out jurors who have the same point of view they do. Any case connected with the woman's movement appears to cause enough controversy that attorneys will want to be particularly cautious in the questions they ask to screen for impartial jurors.

What questions would you expect the plaintiff's attorneys to ask?

What questions would you expect the defense attorneys to ask?

Is it possible to be objective about this case? Why or why not?

S U B P O E N A
U.S. District Court

State of Colorado

TO _____, Greetings:

You are hereby commanded, all excuses and delays set aside, that you be and appear before the Honorable Judge of the _____ Court in _____, on the _____ day of _____, A.D., 19____ at _____ a.m., then and there to testify and the truth of your knowledge to speak of and concerning a certain matter of controversy, in said Court now pending, wherein _____ is Plaintiff and _____ is Defendant, and this you shall in no wise omit, under legal penalty.

Witness, _____
Clerk of U.S. District Court, with
seal thereof hereto affixed, at
office in _____, this
_____ day of _____, A.D.,
19____.

WITNESS DEPOSITIONS

Plaintiff:

- I. Macy Eifer: "My name is Macy Eifer. I am a physical education instructor and coach at Golden High School. I am the varsity soccer team coach. I gave Donna Hoover the opportunity to play soccer on the team although she was the only female. I did not believe that this constituted a problem in that she did not qualify for the varsity interscholastic competitions with other public high schools. Donna Hoover engaged in the conditioning and skill drills at the team's practice sessions in commendable fashion and she played in junior varsity games only. In the junior varsity games she demonstrated proficiency equal to that of many male members. I saw no reason not to include her in these matches until the principal informed me that I would have to remove her from the team. This I did."

"Yes, the rules of soccer prohibit body contact except for a brush type shoulder block."

"Yes, the chance to play has an importance beyond the obvious momentary pleasure. Many American colleges and universities offer scholarships to males and females for their agreement to participate in intercollegiate sports competition. Such offers result from organized recruiting programs directed toward those who have demonstrated their abilities on high school teams."

Additional comments upon questioning by the defense attorneys:

"Yes, Donna had a collision once during play but she only seemed stunned. We requested that she be seen by a physician just to be on the safe side."

- II. Theodore Fanning, M.D.: "My name is Dr. Fanning. I have been a practicing physician for 15 years. I was on duty in the emergency room the day Mrs. Hoover brought Donna in subsequent to her collision during a soccer game. We x-rayed her head and upper portions of the anatomy and found absolutely nothing wrong. She seemed in fine physical condition at the time and I saw no reason to recommend that she not play soccer in the future."

Additional comments upon questioning by the defense attorneys:

"No, I did not at the time know she was playing with males only."

- III. Dr. Carol Alvarez: "My name is Carol Alvarez. I am a practicing psychologist specializing in the psychology of females. I have published one book and several articles on the subject. Athletic programs, because they rarely involve academic matters, may be viewed as relatively unimportant. They are not. In

team sports, especially, males learn to cooperate, organize their activities, work harmoniously, play to win and in so doing, they often form close peer groups that set standards for male behavior and exclude females from membership. Girls have generally been denied such socializing experiences. As a result, they tend to be less responsive to group behavior, more fragmented, less able to act with other females on behalf of their own interests. Boys develop a male bond through sports. Females seldom do."

Additional comments upon questioning by the defense attorneys:

"No, there is no reason why these objectives could not be accomplished on a girls' team."

Defense:

- I. Hank Albert: "My name is Henry Albert. I have been the executive secretary of the Colorado High School Activities Association. The purpose of our organization is to approve, promote and direct all activities among our member schools that will contribute to, or be a part of, a well-rounded and meaningful educational experience. We believe the game of soccer is among those serving an educational purpose. Our association's official sanction is required for state tournaments and we promulgate rules governing eligibility, qualification of coaches, officials and official rules of play."

"Yes, we limited soccer to members of the male sex, but not because we're opposed to boys and girls participating on teams together. For example, we have no set classification for cross country or baseball. We limited soccer because the Medical Aspects of Sports Committee of the Colorado Medical Society recommended it. They said it posed an inordinate risk to the safety and health of females."

Additional comments upon questioning by the plaintiff's attorney:

"No, we do not have any eligibility criteris for participation in interscholastic soccer except sex."

"Yes, it's true that any male of any size and weight has the opportunity to be on a team."

- II. Clemet Botts, M.D.: "My name is Clemet Botts. I've been a practicing orthopedic physician for twenty years. I'm a member of the Medical Aspect of Sports Committee of the Colorado Medical Society. Our committee has seven physicians, from different geographical areas, whose practice involves peditrics and orthopedics. We recommended that soccer be classified as a contact sport and that mixed-sex play be prohibited because we perceive the physiological differences between males and females to constitute an inordi-

nate risk of injury to female players. Primarily our committee was concerned with risks attendant upon collisions in the course of play. Males as a class tend to have an advantage in strength and speed over females as a class; a collision between a male and female of equal weights running at full speed even would tend to be to the disadvantage of the female due to the male skeletal construction and the female's higher rate of adipose tissue to lean body weight."

Additional comments upon questioning by the plaintiff's attorney:

"Yes, it's true the range of differences among individuals in both sexes is greater than the average differences between the sexes."

- III. John Darnley: "My name is John Darnley. I am a member of the Board of Education, Jefferson County School District, R-1, Colorado. The other members of the board and myself have reviewed the facts in the case and we conclude that the game of soccer is among those which serve an educational purpose. We have, therefore, expended governmental funds for its operation in our school district. No, we do not have a separate soccer team for females nor do we deem it prudent at this time."

"The Supreme Court has excluded education from fundamental rights, but our state and our school district have seen fit to provide it. Since we have done so and it is in the province of the state to provide and set the curriculum, we believe it is also well within our province to take the action we have."

MOCK TRIAL PROCEDURAL GUIDELINES

Court Opening

CLERK: (Standing and communicating clearly) The U.S. District Court of Colorado is now open and in session. The Honorable Judge _____ presiding. All persons having business before the court come to order. The case of Hoover v. Meiklejohn. (Pauls) Is the plaintiff ready?

PLAINTIFF'S ATTORNEYS: The Plaintiff is ready.

CLERK: Is the defendant ready?

DEFENSE ATTORNEYS: The defendant is ready.

CLERK: May the judge be brought in? Please rise.

(Judge enters, everyone rises. Judge sits down, everyone sits.)

JUDGE: Proceed with the trial of the case.

CLERK: It is now time to swear in the jury. The jury will rise, raise your right hands and be sworn in.

Do you solemnly swear that you will well and truly try the issues now to be given to you; that you will speak nothing to anyone of the business or matters you have in hand, nor will you let anyone speak to you about the same but in court and when you are agreed upon any verdict, you will keep it secret until you deliver it up in court? Do you all so swear?

JURY: I do.

Opening Statement

JUDGE: _____, do you have your opening statement?
(name of plaintiff's lawyers)

PLAINTIFF'S LAWYER: Yes, your honor. (One of the two lawyers rises and makes the opening statement.)

JUDGE: _____, do you have an opening statement?
(name of defense lawyers)

DEFENSE LAWYER: Yes, your honor. (One of the defense lawyers rises and makes the opening statement.)

Direct Examination of the Witnesses

PLAINTIFF'S ATTORNEY: (Give the names of the witnesses you wish to call to the clerk and he/she will call them out. Begin direct examination of these witnesses.)

CLERK: First witness, _____, shall take the stand. (The clerk should swear in each witness.) Do you swear to tell the whole truth and nothing but the truth in this case, under penalty of perjury, so help you God?

Cross Examination of the Witnesses

DEFENSE ATTORNEY: (Listen to the direct examination of each witness. After a witness testifies, ask them the questions you think will bring out facts helpful to your case.)

Direct and Cross Examination of Defense Witnesses

DEFENSE LAWYER: (Give the names of the witnesses you wish to call to the clerk and the clerk will call them out. Then begin questioning.)

CLERK: (Continue to swear in all witnesses.)

PLAINTIFF'S LAWYER: (After listening to the direct examination of the defense witnesses, ask them the questions you think will help bring out the facts that will help your case.)

Recall of Witnesses

PLAINTIFF'S LAWYER AND DEFENSE LAWYER: (You may give the name of any witness you want to call back to the stand to the clerk. Each lawyer may ask the witnesses more questions.)

Closing Arguments

JUDGE: _____, do you have a closing statement?

PLAINTIFF'S LAWYER: Yes, your honor. (Rise and make your closing statement.)

JUDGE: _____, do you have a closing statement?

DEFENSE LAWYER: Yes, your honor. (Rise and make your closing statement.)

Judge's Instructions to the Jury

(Before the jury leaves the courtroom to reach a verdict, the judge tells them what the law in the case is and what questions they, the jury, should decide.)

JUDGE: The framework of the law upon which you must weigh the facts of this case is clear and covered by the equal protection clause of the fourteenth amendment to the U.S. Constitution. It charges that no state — or state delegated governing body such as the

school board – may deny any person the equal protection of the law.

The framework of the law is that if a “fundamental” right or interest is denied or impaired or if a classification is made on a “suspect” basis, the court must decide – in this case you, the members of the jury – if there is justification by a “compelling” state interest.

The Supreme Court has decided in the past that education is not a fundamental right but that such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

The Supreme Court has avoided labeling sex as a “suspect” classification so there is no precedent to guide you there. Consider well the implications of labeling sex a suspect classification.

The legal framework to guide you also states that where there is neither a fundamental interest nor a suspect classification, governmental acts may have a differential effect on citizens if they are “rationally related” to a “legitimate” state objective. In this case you must weigh the evidence and decide whether justification exists.

In making your decision as to whether the application of the rule of the High School Activities Association and the resultant denial of opportunity to Donna Hoover and members of her class is justifiable, you will want to weigh the facts of the case keeping in mind three factors:¹

1. The importance of the opportunity being unequally burdened or denied.
2. The strength of the state interest served in denying it.
3. The character of the group whose opportunities are denied.

If you decide for the plaintiff class you will order the School Board to permit the plaintiff to play on the Golden High soccer team and enjoin the other defendants from imposing any penalty or other sanction upon that high school or any competing team because of that permission.

¹J. Harvie Wilkerson III, “The Supreme Court, the Equal Protection Clause, and the Three Faces of Constitutional Equality,” 61 *Va. L. Rev.* 945 (1975).

Reading the Verdict by the Jury Foreman

JURY FOREMAN: We, the jury, in the case of Hoover v. Meiklejohn, find
in favor of the _____ and order that

Judgment by the Court

JUDGE: Hoover v. Meiklejohn came on for trial before the U.S. District
Court of Colorado and a jury, Honorable _____,
Judge, presiding and the issues having been duly tried and the
jury having duly rendered its verdict,

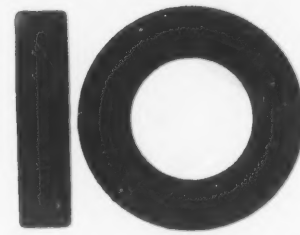
It is ordered and adjudged that _____

Dated at _____, Colorado, this _____ day of April,
197__.

ACTUAL TRIAL OUTCOME

Female public high school student brought class action challenging constitutionality of rule of Colorado high school athletic association limiting participation in soccer to males. The District Court, Matsch, J., held that the appropriate equal protection analysis required balancing of the importance of the opportunity being unequally burdened or denied, the strength of the state interest served in denying it, and the character of the groups whose opportunities were being denied; that complete denial of any opportunity to play interscholastic soccer was a violation of the female student's right to equal protection; but that school district had option of discontinuing soccer, fielding separate teams for males and females with substantially equal support and substantially comparable programs, or permitting both sexes to compete on the same team.

Golden High School has since discontinued soccer from activities offered to students.



I See You (Through My Eyes)

Objectives For Students:

1. To share perceptions of suitability for particular occupations in terms of personal characteristics.
2. To evaluate feedback relative to stereotypic attitudes about vocational, educational and intellectual roles of women held by the feedback giver.
3. To compare the degree of conservatism-liberalism to sex-stereotyping of particular occupations.
4. To identify and describe patterns when particular occupations are sex stereotyped.

Time Required:

70 minutes minimum

Number Of Participants:

40 maximum

Materials:

1. Results of Attitude toward Women Scale, Score I (If not previously administered, see Step 3)
2. One copy of "Pictured Occupation Sheets"
3. Newsprint chart prepared ahead of time (Step 5)

Process:

1. The teacher/counselor introduces the purpose of the activity as presented in the first objective only. The "Pictured Occupations" sheets are distributed to each student. Students are instructed to look briefly at the sheet and told that they are to think of each occupation pictured as representative of a field of similarly related occupations. For example, "medical and health" represents one group of occupations in the health field which differ from physician — by requiring 4 years or less of college and/or on-the-job training. Within this occupational field are various specialties (x-ray, nutrition, nursing) but all are nevertheless under the direction of physicians, usually considered more knowledgeable in the field.
2. Each student is asked to choose a partner. Each partner will take turns completing the roles described below:
 - a. Giver — The Giver shares his/her perception of the Receiver in terms of 3 occupations which seem most appropriate to the Receiver and gives his or her reasons (i.e., you might be good as a lawyer or politician because you enjoy a good argument, make your point well and get others to follow you). Allow 5 minutes. Teacher/counselor then announces, "Please switch roles. If you were the Giver, now you are the Receiver."
 - b. Receiver — The Receiver listens to the Giver's perceptions and then shares his/her reaction to it (i.e., I would not want to be a lawyer because you have to go to school too long).
3. Step 2, above, is repeated in its entirety by having students choose new partners, thus providing each student with two occasions to give and receive feedback.
4. The teacher/counselor asks each person to report their score for the Vocational, Educational and Intellectual Portion of the Attitude toward Women Scale. (If ATWS was not previously administered to students, time should now be taken to distribute an excerpted version and scoring key and students should take it according to directions and scoring procedures presented in Appendix B — Items 6, 9, 19, 24, 26, 27, 29, 30, 36, 37, 38, 43, 44, 47, 48, 49, 50.)

5. A tally of the scores is made on newsprint, as follows:

Score Interval	Number of Scores	Occupations Seen for Males	Occupations Seen for Females
Above 49			
47 - 49			
44 - 46			
41 - 43			
38 - 40			
35 - 37			
32 - 33			
29 - 31			
26 - 28			
23 - 25			
20 - 22			
17 - 19			
Below 17			
Number of Students			

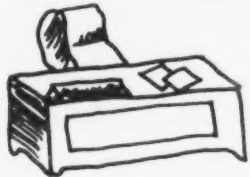
As each student reports his/her score, they also report the occupations they perceived as appropriate to their two partners. These will be written under the partners' gender (i.e., if J. J. scored 27, one tally mark would be placed under "Number of Scores" in the 5th from bottom category and if J. J. recommended to his first partner, a female, that she might be a good secretary, teacher and nurse, these would be recorded under "Occupations Seen for Females" in the 5th from the bottom line).

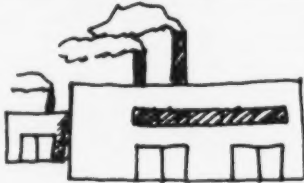
6. Each student is asked to evaluate the feedback received from both his/her partners in terms of the score the feedback giver reported. Students mill about the room for 5 to 10 minutes so they can ask scores (if they did not make a mental note during the tallying - Step 5) and confront the partner with their interpretation of the relationship between score and perceptions, giving the partner a chance to respond as well (i.e., I think you said the occupations you did partly because you see women in work roles similar to homemaker - nursing, teaching and cleaning).
7. The entire class is asked to look for patterns in the relationship of higher

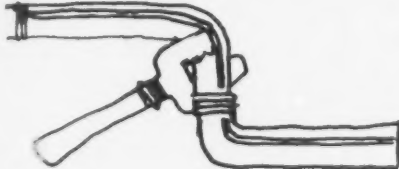
scores to types of occupations (e.g., the higher the score the more [or less] the occupations seen for males and females are alike. Other possible patterns to look for AND DISCUSS are:

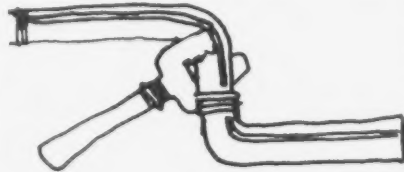
- a. Breadth or narrowness of the number of occupations listed for men and women at different score levels (e.g., usually the lower the scores, the fewer the occupations seen open to women).
 - b. The relationship (if any) of score level to jobs listed which require:
 - (1) physical movement rather than stationary or inside
 - (2) serving a boss and/or taking directions
 - (3) being a boss and/or giving directions
 - (4) high intellectual functioning
8. Students summarize and share reactions to the exercise as a whole. Teacher/counselor stimulates this by asking, "What about seeking advice and counseling in choosing your career direction?"

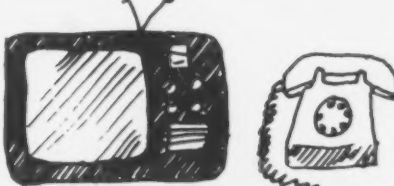
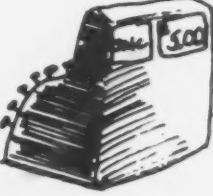
PICTURED OCCUPATION SHEETS

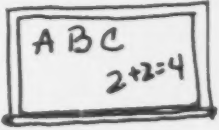
1		Business executive, administrator or one with managerial responsibility
2		Hair stylist, make-up artist, personal grooming specialist
3		Carpenter, roofer, trim and cabinet maker
4		Child care specialist: nursery school, infant care
5		Dentist
6		Engineer, mechanical, architectural, construction and design

7		Entertainer: sports, drama, arts, music
8		Factory worker: machine operator, cutter, tool and dye operator
9		Agricultural: dairy farmer, rancher, field worker
10		Fire fighter, emergency paramedic, ambulance operator
11		Food service worker: food server, bar personnel, cook, maitre d'
12		Sanitation worker

13		Domestic: housekeeper, babysitter, parents' assistant
14		Cleaning house: business or institutional
15		Landscape, plant nursery and yard worker
16		Lawyer/Judge
17		Postal worker
18		Maintenance worker and repairs: general, refrigeration, electrical, plumbing, etc.

19		Mechanic: auto, machines
20		Minister, priest, rabbi
21		Medical and Health: Registered nurse, LPN, x-ray technician, lab technician, etc.
22		Physician
23		Pilot
24		Plumbing and air conditioning: steam pipe fitter, etc.

25		Police and security
26		Politician, president, senator, mayor, commissioner, etc.
27		Real estate appraisal, selling, management of property
28		Repairer, installer, telephone, appliances, radios, TV, etc.
29		Construction worker, roads, buildings, etc.
30		Direct sales: store clerk, cashier, etc.

31		Office worker: computer and business machine operator, billing and pricing clerk, teller, etc.
32		Secretarial: Typist, stenographer, business assistant
33		Military
34		Educator/teacher
35		Telephone and switchboard operator
36		Trucker, teamster

37



Sales representative: selling manufactured goods to businesses



Agreement, Confrontation, Or Yes, Dear?

Objectives For Students:

1. To apply problem-solving skills to vocational and educational problems of male and female students.
2. To describe and compare differences in male and female group solutions to vocational and educational problems of male and female students when attitudes towards women's roles are both similar and different.
3. To experience, describe and compare interaction effects of sex and attitude toward women's roles on the process of reaching a solution to vocational and educational problems.
4. To compare group member evaluations of group climate where groups vary in composition as to attitudes towards women's roles and gender.

Time Required:

Three 50 minute periods

Number Of Participants:

Minimum 48

Materials:

1. One copy for each student of the "Educational/Vocational Problems"
2. One copy for each student of the "Group Climate Evaluation Inventory." See exercise 12.
3. One newsprint sheet prepared in advance, as follows:

Process Groups	Problem 1 Male a b c d	Problem 2 Female a b c d	Problem 3 Female a b c d	Group Climate
1. Female High Scorers on ATWS				
2. Female Low Scorers on ATWS				
3. Male High Scorers on ATWS				
4. Male Low Scorers on ATWS				
5. Mixed: Female High Scorers Male Low Scorers				
6. Mixed: Male High Scorers Female Low Scorers				

4. Results of each student's score on Attitude Toward Women Scale-Subportion I (Vocational, Educational and Intellectual Roles) are available to teacher for making preassignments of students to groups, as follows:
 - a. tally scores separately for males and females.
 - b. determine the midpoint or median.
 - c. students above the median are referred to as "High Scorers" and students below the median as "Low Scorers."
 - d. Assign students to the six groups indicated on the newsprint sheet above, i.e., the highest scoring female is assigned to group one; the

next highest scoring female (or one who tied as highest) is assigned to group five; the highest scoring male is assigned to group three and the next highest or tied scoring male is assigned to group six; and so on down the ranked scores.

5. Newsprint listings of student assignments to the six groups.

Process:

1. The teacher/counselor explains that one purpose of the activity is to compare problem solutions about male and female career directions when groups differ in being same sex or a combination of male and female. It can be added that other learnings will become evident as the activity progresses.
2. Distribute copies of the "Vocational/Educational Problems." The newsprint assignments to each of the six subgroups are posted in the six different areas of the room where groups meet and discuss without disturbing each other. Each group is instructed as follows:

"The members of your group are to jointly agree on what is the best solution of the four presented to each of the three vocational-educational problems on this sheet. Each group should select a leader to aid in your group's discussion and report out to the entire group."
3. After twenty-five minutes announce that each group must stop. Distribute the Group Climate Evaluation Inventory and ask each student to fill it out privately without signing. Collect the climate inventories and clip them together by group.
4. The entire group meets together and each sub-group — one through six — reports the groups choice for each of the three vocational/educational problems. This information is recorded on the prepared newsprint. (Students are told at this time the criteria upon which they were assigned to groups.)
5. A discussion follows with the entire group including the following:
 - a. Analysis of same sex groups with little basic conflict (groups one through four on newsprint chart).

(What are the differences between the following — if any — and why do you think they exist?)
 - (1) males and females
 - (2) high scorers and low scorers
 - (3) between female groups
 - (4) between male groups
 - b. Analysis of all groups (one through six)

- (1) Which groups are more nearly alike and why?
- c. Analysis of mixed sex groups where there is a conflict in attitude toward women's roles (groups five and six).
 - (a) When males were the high scorers we might assume that it means they are more likely to share intellectual decision making with the females in their groups – especially in regard to vocational/educational decisions. The "Catch 22" is that they are meeting with females who might seem more likely to accept male dominance in decision making and see women's roles as traditional in the vocational/educational areas. What can we expect to be the outcome? Tell us what occurred in your group.
 - (b) What happened in the group where males were assumed to be in opposition to females sharing equal roles when confronted with females whom we might assume viewed this as their right?
- d. Analyses of differences between the three problem solutions dependent upon the sex of the student in the problem.
 - (1) By groups – e.g., did the female high scorers choose a solution that indicates a liberal attitude towards males and females being treated equally? How about low-scoring males, etc.?

Problems one and two are especially important since essentially they differ only in sex of student described.
6. The teacher/counselor calls for volunteers to score the group climate inventories in advance of a class discussion of the results, as follows:
 - a. Keep each subgroup separate.
 - b. Items 1, 2, and 6 are reversed in scoring.
 - c. Total the score for the six items on each sheet.
 - d. Total the scores for all sheets within a subgroup.
 - e. Divide the total subgroup score by the number of members in the group to determine an average group climate evaluation score. The higher the score the more positively evaluated the group climate.
 - f. Record the results in the last column of the newsprint chart.
7. After the volunteers have recorded the results, the teacher/counselor asks the entire class to comment on the scores for each group in relationship to what transpired in their group and in relationship to what might have been expected, e.g., one might expect group six to have a low climate evaluation score. Why?
8. Students should be encouraged to summarize their reactions and learn-

ings from this experience in terms of implications for their future behaviors.

EDUCATIONAL/VOCATIONAL PROBLEMS

1. Bill is a tenth grade student in the upper ten percent of his class intellectually, with a keen interest in science and electronics. He needs to decide about career directions in order to line up subject selections accordingly. He would very much like to go to medical school but agrees with his parents that the risks are high for getting admitted. He also knows that it would cause them to make some sacrifices if he were admitted. Bill is also interested in pursuing electronics in the vocational high school program which would require little or no further schooling past high school. He says he would be happy with either one and means it.

What would you recommend?

- a. College preparatory courses including as many advanced placement courses as possible, thus increasing his chances of doing well in pre-med.
 - b. Vocational school and electronics courses along with a firm back-up in subject areas which allow him to enter college later if he changes his mind.
 - c. Advising the parents that Bill should plan on college and some high level profession in his interest area; telling them it is important for them to encourage this.
 - d. Letting Bill make up his own mind since he has to live with the consequences.
2. Carol is an extremely bright high school senior, especially in math and chemistry. She is planning to go into nursing *only* because she doesn't know what else to do. She tells you her parents have never considered girls' education important enough to plan for and that the nursing program at the City Hospital requires very little tuition. She doesn't seem resentful; in fact, she is pleased to have worked out a solution. Her parents say they are pleased with her decision as well.

What would you recommend?

- a. Nothing; you would only be interfering in a matter that does not concern you and risking upsets.
- b. Advise Carol to seek out career counseling to survey numerous career opportunities and ways to pursue them.
- c. Advise Carol's parents that you think they are making a mistake not to consider examining with Carol some high level professional possi-

bilities for further education.

- d. Reinforce her plans to attend nurse's training since she seems to accept this.
3. Glenda has signed up for metal shop at Sunshine High, although the course has always been composed of males in the past. Before the course begins, the boys complain that they don't want a girl in the class. They make no attempt to hide their hostility and they pointedly say they will refuse to assist or work with her on any project in the course. Glenda's friends are also giving her a bad time and she is close to deciding against the course after all.

How do you handle the situation?

- a. Glenda can attend the lecture portions and complete the project work independently at her pleasure during the time the shop is not in use.
- b. Recruit more girls by distributing information about the excellent job future for women in this area to girls who are unsure what courses to take.
- c. Suggest that Glenda drop the course.
- d. Nothing; natural consequences often provide the best learning experiences.

12

Do Great Minds Think Alike And Do Alike Minds Think Great?

Objectives For Students:

1. To compare individual versus group decision making where group composition varies by attitude towards womens' roles (intellectual, educational and vocational).
2. To compare patterns of sex-stereotyping occupations relative to group composition (where groups vary by sex and attitudes towards womens' roles).
3. To compare group member evaluations of group climate between groups which vary according to sex and attitude towards women.

Time Required:

Three 50 minute periods

Number Of Participants:

15 males and 15 females, minimum

Materials:

1. One set of the "Occupational Response Blanks" for each student. See pp.96-99
2. One copy of the Group Climate Evaluation Inventory for each student. See p.95
3. Two newsprint sheets for each sub-group and magic markers.
4. Two newsprint sheets prepared in advance, as follows:

ATWS	FEMALE	MALE
High Scorers		
Low Scorers		
Mixed Scorers		

5. Results of each student's scores on Attitude Toward Women Scale sub-portion I (Vocational, Educational and Intellectual Roles) should be available to teacher for making pre-assignments of students to groups, as follows:

These scores are tallied separately for males and females and students assigned to three groups within each sex . . .

High Scorers – those above the median or midscore for females (males)

Low Scorers – those below the median or midscore for females (males)

Mixed Scorers – half of group members from above the midscore and half from below the midscore for their sex

6. A newsprint listing of student assignment to the six subgroups.

Process:

1. The teacher/counselor explains that one purpose for the activity is to compare individual and group decision making in peer groups of same

sex composition; adding that other learnings will become evident as we move along.

2. Distribute the set of three Vocational Response Blanks to each student and instruct them to respond as follows:

"For each of the twenty occupational areas on these sheets you are to circle the sex which you believe can best perform the functions of the occupation. If you believe it makes no difference then circle both figures. *Please be sincere.* If you truly feel that a man or a woman is better suited to perform the functions of one of these occupational areas, say so. No one will see your responses but yourself."

3. Post the newsprint assignments to each of the six subgroups in six different areas of the room where they can meet and discuss without disturbing other groups. Instruct the subgroups in their task as follows:

"You are to reach consensus as a group in twenty minutes as to which of the twenty occupations are best performed by males and which by females. Choose one person to record your group's decisions."

4. After twenty minutes, announce that each group must stop. Distribute the Group Climate Evaluation Inventory¹ and ask each student to fill it out *privately* according to directions and without signing. Also distribute small slips of paper for each student to write the number of differences between his/her own decisions and the groups on sex appropriateness of the twenty occupational areas. Have students fold these slips and then have them collected, keeping each group's separate and marked by the group's composition, e.g., high scorers — female. Do likewise with each student's evaluations of group climate.
5. The entire group meets together and each sub-group's recorder reports the group's decisions as to occupations best filled by males and females. This data is recorded on the prepared newsprint (when students are also told *how* they were assigned to groups). Also recorded in each sub-group cell on the newsprint is the total number of changes by individuals within a subgroup.
6. A discussion follows with the entire group about:
 - a. the twenty occupations and the validity of sex typing them.
 - b. what and why of the similarities and differences between groups on occupations they sex typed.
 - c. the extent of change from individual to group discussions between the various groups and the issue of independence and conformity in groups. The teacher/counselor may want to let students know that

¹ Adapted from J. William Pfeiffer and John E. Jones, "Group Climate Inventory," in *Structured Experiences for Human Relations Training*, Vol. III (Iowa City, Iowa: Univ. Assoc. Press).

research indicates that peer-group influence varies by sex; social orientation being less important to males than females and independence being more valued by males than females.

7. The teacher/counselor calls for volunteers to score the group climate inventories and record results on newsprint, as follows:

Keep each subgroup separate

Items 1, 2, and 6 are reversed in the scoring

Total the score for the six items on each sheet

Total the scores for all sheets within a subgroup

Divide the total subgroup score by the number of members to determine an average group climate score: the higher the score the more positively evaluated the group climate.

8. The volunteers report the results to the entire class and the teacher/counselor asks students to note and discuss any differences between like groups and mixed groups. Regardless of outcome, the students are encouraged to generalize the dimensions dealt with to other groups in their lives.
9. Students should share reactions and comments to experience as a whole.

GROUP CLIMATE EVALUATION INVENTORY

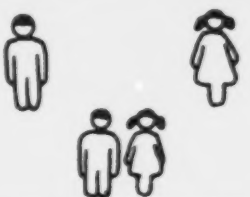
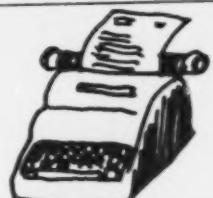
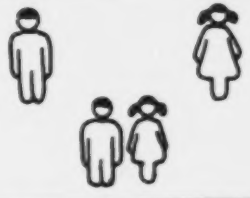
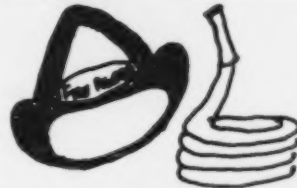
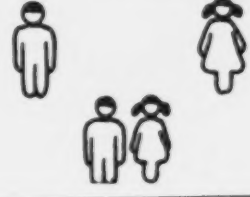
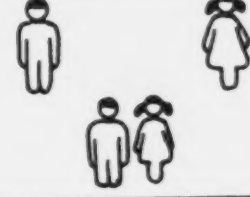
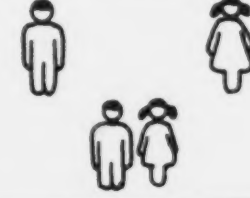
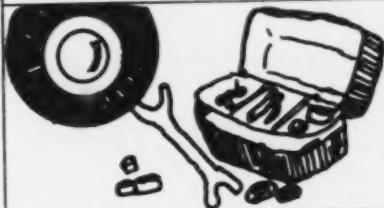
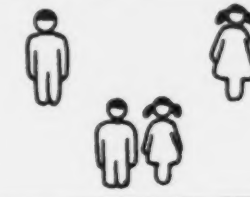
Directions: Consider how the other members of your group behaved towards you. In the parentheses in front of each item below place the number which describes your perceptions of the group as a whole; use the following scale.

- 0 they *never* behaved this way
- 1 they *seldom* behaved this way
- 2 they *usually* behaved this way
- 3 they *always* behaved this way

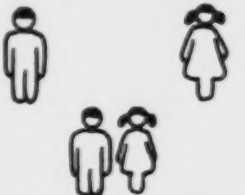
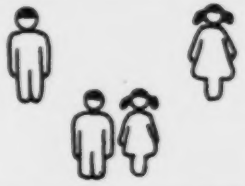
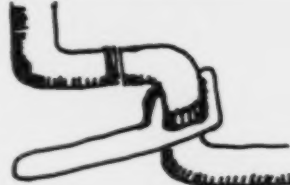
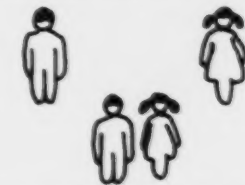
The members of my group:

- 1. ____ () ignored or interrupted my comments.
- 2. ____ () provided an atmosphere where I felt free to be myself.
- 3. () ____ misconstrued things I said.
- 4. ____ () acted judgmental towards me.
- 5. ____ () included me in what was going on.
- 6. () ____ understood my ideas and views.
 - () understanding
 - () acceptance
 - () valuing

OCCUPATIONAL RESPONSE BLANK

①	 Engineer, mechanical, architectural, construction and design	
②	 Secretarial: Typist, stenographer, business assistant	
③	 Fire fighter, emergency para-medic, ambulance operator	
④	 Direct sales: store clerk, cashier, etc.	
⑤	 Dentist	
⑥	 Mechanic: auto, machines, marine or air-planes and other moving vehicles.	

7	 Business executive, administrator or one with managerial responsibility	
8	 Plumbing and air conditioning; steam pipe fitter, etc.	
9	 Trucker, teamster	
10	 Pilot	
11	 Telephone and switchboard operator	
12	 Repairer, installer, telephone, appliances, radios, TV, etc.	

13		
14		
15		
16		
17		
18		

EDUCATORS: TEACHERS, COUNSELORS, AND ADMINISTRATORS INTRODUCTION

The seven exercises in this section are arranged in an order useful for a course or workshop for educators concerned with raising awareness about sex-stereotyping, identifying areas of concern, changing attitudes and resolving conflict in school situations.

The first two exercises provide a means of analyzing current status of participants. They then provide participants with a means of assessing their own needs. Participants are brought into the planning process and receive immediate direction in the search for other resources. The next four exercises involve educators in identifying attitudes and sex-based expectancies within themselves. Going further, the exercises explore the influences educators play in the lives of their students. The final exercise provides a chance for involvement in a simulated grievance hearing on sex discrimination in employment and school facilities.

The revolt against sex-stereotyping in the schools has predominantly focused on and pushed for education reforms in the following areas:

1. Equal educational opportunities for female students including career education, and elimination of all courses limited to one sex.
2. Teacher attitudes and sex-biased expectancies which are reflected in day-to-day practice.
3. Counseling, particularly career counseling of female students.
4. Athletics and physical education.
5. Textbooks and instructional materials.
6. Male dominance in educational administration and decision making.

Title IX of the Education Act of 1972 – made effective July 1975 – and constitutional guarantees of equal protection, if properly enforced, will go a long way toward ending sex discrimination in education for both students and teachers. Title IX cannot, however, offer protection against discrimination among schools that choose to forego federal funding rather than cease discriminatory practices.

Professional journals, textbook companies, and publishers of testing and career guidance materials have begun responding to the demand for eliminating sex stereotypes but much remains to be done. Counseling still remains an area of pervasive discrimination and concern. (See introduction to high school section.)

These efforts are commendable and necessary but will in all likelihood have minimal effect without a change in teacher/counselor expectations which result in daily subtle and not-so-subtle sex stereotyping. To eliminate sex stereotyping, educators must provide students with special guidance and resources to balance the stereotyping that occurs in the home and non-school world. This requires a commitment to sex equality; a commitment to work at removing an almost reflexive acceptance of the division of roles and the dominance of male authority.

This, in turn, calls for a great deal of awareness and time.

To begin; exercise thirteen and fourteen ask the educator to test self with hypothetical situations and student case examples in each of six areas previously listed. Each participant next checks results against a standard to assess the extent to which their choices of procedure or approach reflect sex stereotyping. Both activities stimulate disagreement, questioning and affect which is used in planning the areas of concern to pursue in further inservice training.

A brief discussion of each of the six areas follows in order to summarize some essential facts as background for the facilitator/trainer. Relationships to the exercises are also pointed out along the way. The most important fact is that the majority of educators are committed to helping students achieve growth. They need a chance to discover for themselves that sex-bias gets in the way of their goals.

1. Equal Educational Opportunities and Course Access to All

With the application of the Fourteenth Amendment (Mock Trial, First Section) and Title IX, there has been a drastic reduction in past procedures of exclusion of females from schools and courses of study.

Discrimination in schools today occurs in the school's failure to encourage female students to pursue studies and careers in non-traditional women's areas such as science, math, and skilled vocational areas other than office careers. Schools originally attempted to reflect only limited careers to women. Now, however, opportunities for women's careers are much broader, a fact which needs to be reflected in school counseling.

2. Teacher/Counselor Attitudes and Sex Biased Expectancies

The presence of the self fulfilling prophecy has been demonstrated in our personal and professional lives, creating situations that we expect to see rather than those which actually occur. For example, if we expect to experience discipline problems with a student, we are likely to be more firm with him/her than one who does not raise this expectation. The same is true in the expectancy of male and female responses to certain questions. These questions are examined in exercise fifteen, "Teacher/Counselor Expectancies: Choosing the Best Approach." Excerpts from conversations are presented. Teachers and counselors are asked to determine if responses are given by males or females. These excerpts were carefully selected to represent the most common concerns of middle and late adolescence: boy-girl relationships, peer group relationships, separating from parents, and educational/vocational. They were developed and used with counselors but should be useful for teachers and administrators as well since all share in the responsibility of understanding students' emotional needs.

Exercise sixteen, "Teacher/Counselor Expectancies: Do I Really Understand What You're Feeling?," also presents student excerpts in the same manner, half

the participants believing the students to be male and half believing them female. This time, the educator participants are asked to select the best approach for helping students deal with their concerns. With this exercise participants become aware that as a group they tend to intervene differentially by sex in offering help in the kind of assistance they believe necessary. Testing this exercise, it has been found, for example, that males are much more likely to be seen as able to solve their own problems or assisted to find action solutions to problems, while females are more likely to be offered assistance, particularly in social and boy-girl relationship which reinforce their being "other directed."

Exercise seventeen, "Match and Mismatch," deals with teacher/counselor preferences. As in the two previous exercises, participants are helped to develop awareness, this time by assessing their preferences and determining what relationship these have to the sex of students. For example, the hostile female student is generally less preferred than her male counterpart. In this as in all exercises, educators go on to discuss the implication and consequences of the learnings they acquire about themselves individually and their professional group.

It is important for educators to recognize that students are viewed according to the educators' needs, just as they are perceived according to student needs. Every teacher cannot mean something to every student and vice versa, but when teachers have been assigned to students whom they believe they can relate to, or students whom they understand and feel they can help, students achieve more than if they are randomly assigned.¹ Assignments of this type are often not possible. Exercises fifteen through seventeen provide information to educators which, in turn, should help them control the operation of their preferences and perceptions and tendencies to offer help.

Exercise eighteen, "A Parts Party: What Part Do Teachers Play in Students' Lives?," logically follows. It asks educators to recall teachers who have had an important positive or negative influence on their lives and provides an experience which develops insight into teacher characteristics. The analysis of the individual and group data is carried out separately by sex of participants and of teacher recalled. Thus far, in using this exercise the writer has found that teachers who have an important positive influence on student's lives share similar characteristics regardless of sex. This is not always true, however, of teachers who are perceived as having important negative influence.

Research to date tells us nothing definitive about the impact of the educator's sex on the students. Yet myths exist and sometimes silently guide policy. For example, the myth that males make better disciplinarians than females in secondary school has affected hiring and promotion practices for years.

¹H. A. Thelen, "Matching Teachers and Pupils," *National Education Association Journal*, 1967, 56 (4), pp. 18-20.

What about what the students themselves say? When undergraduate students at Harvard were asked about the teachers who had a significant influence on their lives, only eight percent were reported to have had a very strong influence and another fifteen percent had less strong but well-remembered influence. Over seventy-five percent of the students' teachers were remembered only vaguely and were credited with no significant influence. The sex of teachers formed no pattern at all in this survey. The seventy-five percent figure should not be construed to mean that the capacity of a teacher to mean much to individual students is not great. It is as exercise eighteen so clearly explains.

3. Career Counseling

The revolt against stereotyping falls heavily on counseling in the secondary schools, and discrimination in counseling has been largely against females. The participation of women in the labor market has multiplied dramatically in the past decades. Future predictions are that almost all female students will enter the labor market for a prolonged period at some point in their lives. For this reason, career education and vocational counseling of females is an urgent concern.

"Vocational guidance offered in schools has failed to familiarize girls with the range of career opportunities that are possible for them; it has reinforced the discriminatory patterns that exist in the job market and in school programs."¹

Fortunately, the picture is beginning to change with the advent of Title IX and the assistance of Title IX co-ordinators in many states to provide inservice training. The professional organizations and journals are also assisting and urging reform.

4. Athletics and Physical Education

Many educators and parents believe that eliminating sex stereotypes in academic and career education is of major importance while athletic and health education classes are of relatively minor importance. Such a view ignores the important effect on the social/personal development of youth. In team sports, in school or in little league equivalents, males have learned to cooperate, organize activities, work harmoniously with males, and play to win. Along the way they usually form close peer relationships that set standards for males and exclude women. Females have traditionally stood on the sidelines to cheer them on while rarely acquiring

¹P. C. Sexton, *Women in Education* (Phi Delta Kappa Educational Foundation, Bloomington, Indiana, 1976), pp. 71-72.

similar values in courage, assertiveness and teamwork elsewhere. As a result, women tend to demonstrate more fragmented group behavior and seem less able to act with other females on behalf of their own interests.

"Whether greater participation in team sports can provide peer group socializing which will resemble what boys achieve through sports and other peer activities remains to be seen. What is apparent is that males learn a variety of gender-related activity in the peer group, such as risk taking, assertiveness, bonding, collective behavior, mobility of movement, emotional coolness, dominance, self-defense (and offense), manual and physical skills. If girls cannot acquire such behavior, at least in modified form, in peer and play groups, then other efforts may be required to supply the deficiency."

Exercise nineteen, "Separate and Unequal: A Simulated Grievance Hearing on Charges of Sex Discrimination," presents a physical education situation primarily for the purpose of dealing with sex discrimination in employment. However, the importance of all learnings acquired in sports and physical education should be focused on by the trainer in the last step of the exercise.

Exercise nineteen also brings focus to the fact that in secondary schools almost ten times as much effort has been spent on recreational and athletic activity for boys than girls. Again, Title IX is expected to have an impact to remove these discriminations.

5. Textbooks and Instructional Materials

Texts, standardized tests and many other types of instructional media make far more references to males than females and also stereotype sex roles: boys are leaders, active, courageous; girls are mothers, helpful, subordinate. There are many checklists available for detecting sex bias in subject area texts and text book guidelines for publishers to follow in each as well. Two interesting exercises for educators are text book adoption simulation, using a checklist to evaluate text books they use and bring with them.

6. Male Dominance in Educational Administration and Decision Making

Male dominance in Educational/Administration and decision making is docu-

mented in statistics which are quoted from Sexton's book on Women in Education. Since most inservice workshops on sex stereotyping are conducted for the purpose of reforming the curriculum for students it is dealt with only tangentially in this volume. There can be little doubt that the fact of male dominance in educational decision making has played a strong role in the sex stereotyping that exists in education. Many female teachers have an almost reflexive attitude towards males as authority figures while many others challenge the dominance and aspire to administrative positions. This raises conflicts and issues that cannot be ignored in any inservice training dealing with sex stereotypes. Male educators feel more threatened and resentful as the pool of competitors widens the gulf towards upward mobility. Women educators, meanwhile, have become resentful they cannot achieve the same status in jobs as men. These issues and resentments are acknowledged and dealt with in an atmosphere in which the goal is working co-operatively. No easy task for the facilitator trainers who must plan to involve both sexes.

The essential facts of male dominance are as follows: All groups that make and affect policy in the elementary and secondary schools are overwhelmingly led and staffed by males. Women are present in token numbers or at relatively low policy levels. This is more true of the highest economic and political policy making bodies in our society outside the school systems, but it is also true of those who make the important operating decisions within.

While more than two-thirds of elementary and secondary school teachers are women, only about fifteen percent of the principals and only about half of one percent of superintendents are women. Most of the few women administrators are found in elementary schools where their numbers are declining. In 1928, fifty-five percent were women. In 1971, the percentage dropped to twenty. Women are a minority among assistant administrators, with only thirty-four percent of elementary school assistant principalships in 1971 and only seven percent of assistant or deputy superintendencies. Women school administrators earn much less than male administrators according to the 1970 Census; the average earnings of male superintendents was \$13,500 and of women \$8,700. The same pattern of male dominance is found among state and federal departments of education. Males are dominant in the leadership of teacher organizations such as American Federation of Teachers and the National Education Association's offices. Males dominate the field of educational research and the American Educational Research Association and until 1973, the membership of Phi Delta Kappa, one of the largest and most influential of professional organizations in education, "dedicated to the promotion of leadership in education," was exclusively male. And finally, only twenty percent of the members of local school boards in the country are women.

13

Testing Your Sexual Democracy Quotient Through Hypothetical School Situations, II

Objectives For Educators:

1. To evaluate individual preferences for behaviors which reinforce or encourage departure from sex-role stereotyping in education.
2. To identify specific behaviors and educational procedures which are sex-biased.
3. To analyze the following areas relative to sex bias and sex-role stereotyping: physical education and athletics, school facilities, texts and instructional materials, psychology of student development, behavior and motivation, educational legislation, career aspirations, parent pressure, and administrative opportunities.

For Workshop Trainer/Facilitator:

1. To be provided a means of assessing educational needs and interests for further workshop planning.

Time Required:

2 hours

Number Of Participants:

Minimum of 10

Materials:

1. One copy for each participant of: "Educational Procedures and Student Behavior Management: Secondary Form."
2. Scoring key and answer blanks

Process:

1. The facilitator/trainer explains the purpose of the exercise and tells each participant that they will be scoring their own responses.
2. Copies of the "Educational Procedures and Student Behavior Management" and answer blanks are distributed to each participant. They are instructed to read directions and answer on separate blanks in 15 minutes.
3. Scoring Keys are distributed and participants are given instructions for scoring. When scoring is completed, they are asked to keep the test and Scoring Key for discussion in small groups, at which time they will be collected. They are asked to record their score anonymously on a slip of paper. These slips are collected and the trainer tallies and plots the entire group's range during the following step.
4. Participants form small groups of 8-10 and choose a leader to facilitate the discussion and report out the group's conclusions. Participants are first encouraged to discuss any items of interest or scoring of contention. Each small group receives one of the following topics for discussion:
 - a. The Educational Services Division of the American College Testing Program reports that males do better on the ACT Battery than females. Yet females receive higher grades than males. Why? Do teachers reward and punish the sexes differently? Over 80% of all administrators polled in a survey and over 50% of all teachers agreed that teachers direct more of their teaching and questions to males. Why?
 - b. Must counselors and teachers take responsibility for the failure of girls to enroll in science and mathematics courses in high school and their sparse presence in vocational programs?
 - c. What, if any, are valid reasons for sexual segregation in physical education and athletics? What are the *real* problems in providing girls with the same encouragement, opportunities, facilities and aspira-

tions as boys to become involved in team and individual sports?

- d. The proportion of elementary schools with women principals has dropped from 55% in 1928 to 28% in 1968. In high schools, only 3% of principals and 9% of the assistant principals are women. And only 1/2 of 1% of the nation's superintendents are women.

With the rise in teacher salaries (228% from 1956-1972), men have been competing more aggressively for teaching jobs — and winning out over women.

What do these statistics mean in terms of promotion to administrative positions? How will men and women teachers with administrative aspirations be affected?

- e. It has been well documented that texts make far more references to boys than to girls; that they tend to stereotype sex roles; and that the male pronoun and universal use of man exists in the language used. It has not been demonstrated that this has any effect on the sex-role behavior of boys and girls. What's your opinion?
- f. It has been recommended by many in the woman's movement that the schools must provide special guidance and resources for girls to balance the stereotyping of the home and non-school world. Experiences such as working with and relating to others of their sex for group self-awareness and teamwork that boys receive in athletic and other activities, assertiveness training, more opportunities for leadership, and more awareness of females' reflexive reference to males as authority figures are recommended. Do you agree? disagree? why?
5. The large group reassembles and each small group leader is asked to report out the main points of the group's discussion and conclusions, if any. Two or three questions, comments or reactions from the entire group should follow each small group report.
6. On newsprint (or by individual ballot) the group is tallied as to what areas they consider most important to pursue further. The trainer honors this priority listing in future planning.

Example: Directions — Please indicate 3 areas of sexual democracy you believe are most important for educator involvement.

- ☐ Self-awareness activities/consciousness-raising
- ☐ Analyses of textbooks and instructional media
- ☐ Legal issues and sex equality
- ☐ Physical education, health education
- ☐ Psychology of males and females
- ☐ Women's studies, women in history, etc.

- ☐ Women, men, and administrative positions
- ☐ Broadening career opportunities
- ☐ Planning sex-equal curriculum
- ☐ Other: (Please write in)

EDUCATIONAL PROCEDURES AND STUDENT BEHAVIOR MANAGEMENT: SECONDARY FORM

Directions: One secondary school situation is described in each of the 12 items which follow. Study each situation and select the *one* answer you think best on the basis of what is presented or implied in the item situation.

1. You have always used the masculine pronouns when discussing material with your classes. A small delegation of your students come to you and protest. They maintain that it is psychologically harmful and demeaning to hear you use nothing but "he" and ask that from now on you try to use both pronouns, i.e., "she/he."

Which would you do?

- (a) Agree to do it.
 - (b) Refuse on the basis that always saying he/she is awkward, time consuming and unnecessary since you intend no sexual discrimination.
 - (c) Refuse on the basis that the use of the masculine pronoun is universal and includes both sexes.
 - (d) Raise this question in all your classes and then put it to a vote; go along with the majority.
2. The new girl's basketball team petitions – protesting the fact that the cheerleaders are not required to perform at their games; that they are given an inferior practice area; and a lack of publicity. They even have smaller varsity letters than the boys do. They feel that all this psychologically demeans the importance of what they are doing.

What should be done?

- (a) Explain that what they are doing cannot be demeaning if they believe in it and that when women demonstrate this spirit and the number of girls' teams increase, then there will be more and tougher competitions that draw the crowds which will merit the high cost of equalization.
- (b) Equalize everything; rotate practice areas between boys' and girls'

teams; equalize letters, publicity and number of games cheerleaders attend.

- (c) Equalize the facilities and letters but explain that the human factors are up to them to earn with time as did the boys; money, effort and publicity would be wasted because people don't come out to attend their games.
 - (d) Equalize everything except agree to spend more money and effort on publicity to encourage greater attendance and cheering to encourage interest and support.
3. At Desperado Jr. High, the TWO female and FOUR male intramural baseball teams meet and play competitively after school. However, the girls teams have racked up an impressive number of wins over the boys and the boys are dismayed to say the least. The PE faculty has concluded that the situation occurred because only the highly motivated girls came out for intramurals while the more athletic boys did not elect baseball. What should be done?
- (a) Integrate the teams, so that each team is composed of boys and girls.
 - (b) Nothing, except allow the boys to ventilate their feelings in a sympathetic atmosphere while encouraging them to see all sides of the situation.
 - (c) Actively recruit for males with more athletic ability.
 - (d) Actively recruit for more females.
4. The parents of many of the boys attending Traditional High strongly object to the new regulation that all boys must take one year of home-economics. In the past, the curriculum has been cooking, sewing, good appearance and poise, home repairs and decoration, budgeting, and infant and child care. What can be done?
- (a) Redesign the curriculum, requiring that all students participate in areas of home budgeting, home repairs, home decorating, and parenting. Experiences with cooking and sewing can be optional.
 - (b) Pair home-economics teachers with other teachers (shop, art, math, etc.) in team teaching situations and redesign the curriculum allowing free choice between the following pairs:
 - mending and darning – clothing construction
 - dressing for success – poise and modeling
 - bachelor cooking – family cooking
 - home repairs – parenting
 - (c) Retain the basic curriculum and require that all students demonstrate basic competence in all areas regardless of sex.

- (d) Retain the basic curriculum but schedule boys and girls at different times and individualize the curriculum to meet needs.
5. A bill has been introduced in the Senate to amend Title IX so that certain provisions are eliminated. Assume that you are contacting your Senator to express your desires. Which of the following would you recommend:
- (a) That single teams, even if they are contact sports, should be open to both sexes if they can demonstrate the competencies required to make the team.
 - (b) That there be a ten year period allowed before schools have to comply with the provisions of equal equipment and facilities in order to insure that women are not just demonstrating a bandwagon effect which will decrease when their point is made.
 - (c) Retain the portions of Title IX which forbid sex discrimination in educational program but eliminate portions which relate to athletics.
 - (d) Set a realistic figure for number of girls interested before requiring a school to open the boys' team to girls or provide a girls' team.
6. Harold, a male junior wishes to transfer out of an English Literature class because the teacher is focusing on women poets and writers. Which would you do?
- (a) Let him transfer to another literature course.
 - (b) Deny the transfer.
 - (c) Deny transfer but speak to teacher about including a more balanced presentation of male and female authors.
 - (d) Deny transfer but ask teacher to allow him to choose for his class project male authors.
7. Carol, a female student in your class is showing a real drop in grades. Upon questioning her alone, you find that her boyfriend is in the same class and is jealous of her achievement. To keep him, she has been down playing her intelligence. What do you do?
- (a) Nothing – she can get the meat of the course without publicly showing her brains and in time she will learn ways to deal with this problem.
 - (b) Advise her to get a new boyfriend; pointing out that a boy who wants a woman to be inferior is too insecure for her.
 - (c) Advise her to quit hiding her brain but suggest some of the more

subtle ways women have found to build the male ego.

- (d) Tell the boy what she has been doing and ask him to get her to stop it.

8. A high school health teacher has decided to present a unit dealing with gynecological issues such as the effects of birth control, breast cancer and abortion. The boys protest that this is irrelevant.

What should be done?

- (a) Boys who desire it should be provided with the option to study (in library or with another teacher by pairing classes) some other unit.
- (b) The unit should be presented to all but the reasons explained to the boys; after all, most doctors are male as are husbands and it is important that they have an understanding in order to be supportive.
- (c) The unit should be presented to all students and boys should be encouraged to defend their position that the unit is irrelevant.
- (d) The unit should be presented to all students and it should be explained to males that the continuing ignorance of female reproductive system leads to problems for them, e.g., female abuse of absenteeism, male rights related to pregnancy, etc.

9. Marta, a capable senior high female student wishes to drop an advanced math placement class (for which there are several boys on the waiting list). She and her parents feel that all the extra work is really not necessary for a girl. Marta and her parents plan for her to go to college but she has not yet decided on a major.

What do you advise?

- (a) Letting her drop the course. The spot is needed by more motivated students.
- (b) Encourage her to hang in there – challenge herself and explain that some majors require more math than most girls come to college with.
- (c) It depends on her social life and skills. If she has little or none, drop the course. If they are adequate she should continue to challenge herself academically.
- (d) It depends on the college she plans to attend. Letting her drop is all right if they permit entry into any major without the course or have provision for her to take the course in college without being penalized.

10. A family has a son at Massachusetts Institute of Technology and a senior daughter who has an excellent chance of being accepted at Stanford. The parents say they cannot afford to keep both children in expensive private schools and feel the girl should go to the State University.

What do you advise?

- (a) Nothing – this is the parents' decision; school has no business trying to influence it.
 - (b) Let the son remain at MIT; a status school will be more important to a male in the competitive job market of the future since women with any college degree have the edge in hiring.
 - (c) Let the girl go to Stanford. Since the son has got a good start he can maintain it.
 - (d) Let the girl go to Stanford. A status school is more important to a female in the job market since men already hold the prime power positions.
11. While more than two-thirds of elementary and secondary school teachers are women, only about 15% of the principals and only about $\frac{1}{2}$ of 1% of superintendents are women.

What do these statistics really mean?

- (a) Women do not possess the desire to become administrators. Most female teachers have families and do not want the heavy responsibility.
 - (b) Women do not possess the competencies for administrative positions. Their skills are more nurturant and valuable for fostering student development in the classroom.
 - (c) Women are discriminated against regarding promotions in education.
 - (d) Women are reluctant to work for other women.
12. A bill has been introduced in the Senate which seeks to eliminate certain provisions called for currently under Title IX. Assume that you are contacting your Senator and expressing your beliefs about what portions should be eliminated. Read each of the numbered suggestions below:
- (1) Eliminate the provisions which enable women to have easier access to administrative positions.
 - (2) Retain the portions which forbid sex discrimination in educational programs but eliminate portions which relate to physical education or athletics.
 - (3) Retain the portions which forbid sex discrimination in educational programs but eliminate portions which relate to extracurricular activities.
 - (4) Eliminate Title IX entirely. The Civil Rights Act can be made to apply to all important aspects of discrimination.

Now choose from (a), (b), (c) or (d) what you would recommend:

- (a) I would recommend none of the above.
- (b) I would recommend (1) only.
- (c) I would recommend (2) and (3) only.
- (d) I would recommend (4).

SCORING KEY FOR EDUCATIONAL PROCEDURES AND
STUDENT BEHAVIOR MANAGEMENT: SECONDARY FORM

1	4	1	0	1	Teaching style
2	0	3	1	4	Sexual democracy in athletics
3	4	3	0	2	Feelings of sexual superiority in athletics
4	1	0	3	0	Reinforcing sex roles re: home responsibilities
5	4	0	0	1	Sexual democracy in athletics
6	0	4	3	1	Reinforcing sex roles curriculum
7	0	4	1	1	Reinforcing traditional sex roles in boy-girl relationships
8	0	1	3	1	Reinforcing traditional sex stereo-types: physical
9	1	3	0	1	Reinforcing traditionally sex roles: curriculum
10	0	0	3	4	Sex roles: career aspirations
11	0	0	3	0	Women as educational administrators
12	4	0	1	0	Title IX

0 = Practice *very much* reinforces traditional sex-role stereotypes.

1 = Practice *somewhat* reinforces traditional sex-role stereotypes.

2 = Practice is *neutral* as regards sex-role stereotyping.

3 = Practice encourages *some* departure from sex-role stereotypes.

4 = Practice *very much* encourages departure from sex-role stereotypes.



How Do I Treat Thee: II?

Objectives For Educators:

1. To problem solve case examples of particular students for growth producing outcomes.
2. To assess the extent to which individual decisions compare to traditional sex-stereotyped solutions.
3. To evaluate group tendencies for growth producing outcome to be biased by sex of student: i.e., are girls disciplined differently than boys for the identical situation.

Time Required:

65 minutes

Number Of Participants:

Minimum of 20

Materials:

1. An equal number of Forms A and B of "Student Case Examples for

Problem Solving: Secondary" and a total number equivalent to all participants.

2. One scoring key for each
3. Newsprint or chalkboard, prepared in advance, see Step 4.

Process:

1. The workshop facilitator/trainer explains the first two objectives for the exercise.
2. The facilitator/trainer distributes copies of the "Student Case Examples for Problem Solving" (and answer slips) which have previously been stacked so that Form A alternates with Form B. This insures that an equal number of participants will respond to basically similar case examples with the exception of different gender. Participants are asked to read and follow directions. Allow 15 minutes.
3. Participants are asked to note whether they took Form A or B and form into two (or more) subgroups with participants using same form. Scoring keys are distributed to each group member. Participants are asked to discuss each response alternative's "goodness" against a criteria of best solution for student growth and eliminating sex-stereotypes. They should be encouraged to agree or disagree with the scoring key and state their reasons.
4. The entire group reassembles and by raising hands the following information is tallied on newsprint or chalkboard for the group to analyze. At this time the difference between Forms A and B should be explained.

Example:

Item No.	a b c d	a b c d
	Form A	Form B
1	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐
	Form B	Form A
2	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐
	Form A	Form B
3	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐

	Form B	Form A
4	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐
	Form A	Form B
5	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐

SCORING KEY – SECONDARY:

Item No.	Response Alternative				
	a	b	c	d	
1 (female)	3	1	4	0	0 = Practice <i>very much</i> reinforces traditional sex-role stereotypes
(male)	1	1	0	2	1 = Practice <i>somewhat</i> reinforces traditional sex-role stereotypes
2	1	3	4	0	2 = Practice is <i>neutral</i> as regards sex-role stereotyping
3	1	0	0	4	3 = Practice encourages <i>some</i> departure from traditional sex-role stereotypes
4 (female)	3	1	1	2	4 = Practice <i>very much</i> encourages departure from traditional sex-role stereotypes
(male)	3	0	2	2	
5 (female)	3	4	0	1	
(male)	1	4	0	1	

5. Participants analyze the above information, as follows:

(a) (1) The trainer/facilitator imparts the following information:

"The schools are severely criticized by feminists for failing to provide special guidance and resources for girls to balance the stereotyping that occurs in the home and the non-school world. Specific targets of criticism are: (a) failure to make girls

aware of the need for certain kinds of math in professional studies as medicine, economics, psychology, sociology and engineering; (b) career counseling which exposes girls to the full range of job experiences, and provides specific information about occupations, employers and training programs that have or could be opened to women; (c) communicating with parents since girls' career orientation is so largely derived from their influence; and (d) exposing girls to women in a variety of occupations who successfully combine work and home-making."

(2) The facilitator/trainer asks:

"How do our responses to Items 1, 2, and, to some extent, 6 fit with these criticisms?"

- (b) Does the groups' response to Item 3 indicate differential treatment by sex of student disciplinary referrals? If so, is this generally true about the way we accord rewards and punishment to students?
 - (c) Do we treat males who depart from traditional sex roles more or less severely than females who depart from traditional roles?
 - (d) Do we share similar concern for males and females who have problems with their sexuality?
 - (e) Peer pressure is very strong on secondary students. Do we expect girls to bow to it more than boys?
6. Encourage participants to share reactions to exercise; then ask each participant to write out in a sentence or two an action plan relative to the insights achieved in the exercise. For example, I plan to analyze all conduct grades I reported in the last six weeks by sex or I plan to record my remarks to students for a day to see if I use praise differently with boys and girls, etc. Allow participants to share these ideas with each other.

STUDENT CASE EXAMPLES FOR PROBLEM SOLVING: SECONDARY FORM A

Directions: Five case study situations involving one particular student follow. Four choices follow each item. In some cases you may like several of the choices in some cases, none. You must, however, select the one which in your opinion is best.

1. Bill is a tenth grade student in the upper ten percent of his class intellectually and with a keen interest in science and electronics. He is seeking advice about career directions in order to line up subject selections ac-

cordingly. He would very much like to go to medical school but agrees with his parents that the risks are high for getting admitted. He also knows that it would cause them to make some sacrifices if he were admitted. Bill is also interested in pursuing electronics in the vocational high school program which would require little or no further schooling past high school. He says he would be happy with either one and means it.

What would you recommend?

- (a) College preparatory courses including as many advanced placement courses as possible, thus increasing his chances of doing well in pre-med.
 - (b) Vocational school and electronics courses along with a firm back-up in subject areas which allow him to enter college later if he changes his mind.
 - (c) Advising the parents that Bill should plan on college and some high level profession in his interest area, telling them it is important for them to encourage this.
 - (d) Letting Bill make up his own mind since he has to live with the consequences.
2. You learn that Carol, an extremely bright high school senior, is planning to go into nursing *only* because she doesn't know what else to do. She tells you her parents have never considered girls' education important enough to plan for and that the nursing program at the City Hospital requires very little tuition. She doesn't seem resentful, in fact, seems pleased to have worked out a solution. She tells you that if her life had been different she might have chosen to do advanced medical research in genetics and cellular structure.

What would you do?

- (a) Nothing; you would only be interfering in a matter that does not concern you and risking upsets.
 - (b) Advise Carol to seek out career counseling to survey numerous career opportunities and ways to pursue them.
 - (c) Advise Carol's parents that you think that they are making a mistake not to consider examining, with Carol, some high-level professional possibilities for further education.
 - (d) Reinforce her plans to attend nurse's training since she seems to accept this.
3. Jill was always a tomboy in elementary school and yet accepted by her peers. During the summer Jill entered the Golden Gloves boxing competition and received a great deal of publicity. Upon entering seventh

grade, she is subjected to an intense amount of ridicule from her peers. You have also noticed that Jill always wears slacks, talks in a deep voice, and walks in a way that others refer to as "masculine."

What do you think is best?

- (a) Ask one or two of the more mature girls with whom she attended elementary school to take her under their wings, including her in their more feminine activities.
 - (b) Advise Jill to drop the boxing for now, taking up gymnastics instead to keep in shape.
 - (c) Advise her parents to seek a professional opinion regarding possible sex-role confusion now at the very beginning of her adolescence.
 - (d) Invite in a leading feminist to discuss the implications of excluding women from competitive sports, comparing the roles of women in sports and the professions in this country as opposed to countries such as Russia.
4. Jorge, a high school male, is extremely shy with girls and has never taken one out, nor attended mixed parties held after school or at friends' homes. He is currently experiencing a lot of hassling about his masculinity from peers and wants to drop out of school.

Which would you do?

- (a) Involve him in as many mixed sex group activities in school as possible and provide him with the extra support he needs to face his anxieties and deal with them.
 - (b) Allow him to drop regular school and attend the adult education extension instead with more mature students.
 - (c) Refer him to the school counselor or psychologist for further diagnosis.
 - (d) Encourage him to just hang on. Things will work out as he matures and the other students will soon grow tired of their teasing.
5. Glenda has signed up for metal shop at Sunshine High, although the course has always been composed of males in the past. Before the course begins, the boys complain that they don't want a girl in the class. They make no attempt to hide their hostility and they pointedly say they will refuse to assist or work with her on any project in the course. Glenda's friends are also giving her a bad time and she is close to deciding against the course after all.

How do you handle the situation?

- (a) Glenda can attend the lecture portions and complete the project work independently at her pleasure during the time the shop is not

- in use.
- (b) Recruit more girls by distributing information about the excellent job future for women in this area to girls who are unsure about
 - (c) Suggest that Glenda drop the course.
 - (d) Nothing; natural consequences often provide the best learning experiences.

STUDENT CASE EXAMPLES FOR PROBLEM SOLVING:
SECONDARY FORM B

Directions: Five case study situations involving one particular student follow. Four choices follow each item. In some cases you may like several of the choices or none. You must, however, select the one which in your opinion is best.

1. Jane is a tenth grade student in the upper ten percent of her class intellectually and with a keen interest in science and chemistry. She is seeking advice about career directions in order to line up subject selections accordingly. She states that she is far more interested in getting married and raising a family than she is in having a career. She says her parents see it pretty much the same way but that they all suppose some education past the high school is a good idea.

What would you recommend?

- (a) She should take the college preparatory courses including as many advance placement classes as possible.
 - (b) She should consider taking enough of the courses to enter college in case she decides to go to college later on, and also consider completing the high school's licensed practical nurse program which would equip her vocationally and for marriage.
 - (c) Advising the parents that Jane should plan on college and some high level profession in the science area, telling them it is important for them to encourage this.
 - (d) Letting Jane make up her own mind; she has to live with the consequences.
2. John is an extremely bright senior in high school who is all set to take the entrance exam for the military academies. His family is military and they have always planned on his having a military career. They have helped John secure a congressional appointment. John has never questioned this direction for himself even though the military academies

place strong academic emphasis on engineering and John has little interest in engineering. He has just told you that if his life had been different he would have chosen to work with young children.

What should you do?

- (a) Nothing; you would only be interfering in a matter that does not concern you and risking upsets.
 - (b) Advise John to seek out career counseling to learn about the numerous occupational opportunities in the area of child care.
 - (c) Advise John's parents that you think they are making a mistake not to consider examining other occupational alternatives in child care with John for his advanced education.
 - (d) Reinforce John's plans to attend the military academy since he seems to accept this.
3. Andy has taken modern dance, jazz and ballet lessons all through elementary school and has a strong interest in continuing, but when he enters junior high he is subjected to an intense amount of ridicule from his peers. You have also noticed that he walks gracefully and that some of his gestures are what others refer to as "feminine."

What do you think is best?

- (a) Ask one or two of the more mature boys with whom he attended elementary to take him under their wings, including him in their more masculine activities.
 - (b) Advise Andy to drop the dancing courses for the time being, taking gymnastics to keep in shape.
 - (c) Advise his parents to seek a professional opinion regarding possible sex-role confusion now at the very beginning of his adolescence.
 - (d) Invite in an amateur or professional male dancer to demonstrate the physical rigor and training of a male dancer, as well as discuss with students the public image of male dancers in this country as opposed to countries such as Russia.
4. Marta, a high school female, has been quite promiscuous in the past but is currently trying to live down this reputation. This is very difficult and she is becoming so frustrated with the hassling from her peers that she wants to drop out of school.

Which would you do?

- (a) Involve her in as many mixed sex group activities as possible and provide her with what extra support and encouragement she needs to face her anxieties and deal with them.
- (b) Allow her to drop regular school and attend the adult education extension instead with more mature students.

- (c) Refer her to the school counselor or psychologist for further diagnosis.
 - (d) Encourage her to just hang on. Things will work out as she grows older and the students will soon grow tired of hassling her.
5. Sunshine High has instituted an elective on women's studies. Although the course primarily attracts girls, James decided to join the class. He is the only boy who did so this semester. Before the class begins, the girls complain that having him in there will restrict their comfort in talking frankly about many of their concerns. They make no effort to hide their hostility from James. In addition, James' friends are also giving him such a hard time that he is on the brink of deciding against taking the course.

How do you handle the situation?

- (a) Allow James to take the class on independent study.
- (b) Actively recruit more males into the course from those who couldn't get the electives they wanted on their schedule.
- (c) Suggest James drop the course for now.
- (d) Nothing; natural consequences often provide the best learning experiences.

15

Teacher/ Counselor Expectancies: Choosing The Best Approach

Objectives For Educators:

1. To problem solve for growth producing solutions in the following areas of student concerns: social-interpersonal, educational-vocational, boy-girl relationships, and parental relationships.
2. To analyze solutions as a group to determine if solutions to identical problems vary dependent on sex of student.
3. To develop insight into patterns of differential treatment of sexes relevant to above concern areas.
4. To examine reasons for, and effects of, differential treatment of sexes.

Time Required:

Dependent on size of group and time allowed. Minimum of 2 hours needed.

Number Of Participants:

Minimum of 20

Materials:

1. One copy of "Student Excerpts: Form A" for half the participants, and

- one copy of "Student Excerpts: Form B" for remaining participants. (See Appendix B, pages 166-175).
2. One copy of "Teacher/Counselor Responses to Student Excerpts: Form A" for half the participants and one copy of "Teacher/Counselor Responses to Student Excerpts: Form B" for the remaining half. (See Appendix C, pages 176-184).
 3. One answer blank and one "Scoring Key" for each participant.
 4. Newsprint and magic markers.

Process:

1. The trainer/facilitator explains the first two objectives of the exercise and says:

"You will receive a form containing 12 excerpts from 12 secondary students. Each excerpt is an expression of feeling and content in different areas of concern to secondary students. Assume that this is a student who has come to you as teacher or counselor to talk or ask for advice. It may be a student from one of your classes or a student who has come to know and value your perspective in some other capacity than teacher."
2. Copies of "Student Excerpts" with an accompanying "Teacher/Counselor Responses to Student Excerpts" and answer blank are distributed. Forms A and B should have been previously alternated in the distribution stack to ensure equal and random numbers taking both forms (forms vary only in identification of sex of student on each excerpt). Participants are asked to read the first excerpt to themselves, then look at the three response choices available for that same excerpt and select the *one* they believe provides the best guidance to that student. Allow time for completion, 20 to 30 minutes.
3. A "Scoring Key" is distributed to each participant and scoring assistance provided. Allow 10 minutes. The scoring may require further explanation in that no value is accorded the choices such as correct, incorrect, most helpful, etc., even though the criteria for choosing the response was pick the one which best provides guidance. Participants can be told that they will be debating which responses meet the criteria in small groups. They are also told they have another very important purpose and that is to analyze the process of assisting students and in particular differences in that process for male and female students. For example, did I decide to intervene and offer help to girls much more often than boys? For this purpose, the value question in context is secondary. It can be admitted that the choice of answer depends also on the perceived seriousness of the content concern. But it should be pointed out that those very per-

ceptions of seriousness will be analyzed later to see if they differ depending on sex of students. For example, is rejecting a college degree more all right for a girl than a boy? The use of Form A and Form B with same excerpt having opposite sex identification to make such an analysis possible can now be explained.

4. Participants are asked to form subgroups of eight to ten members from those who took the same form. Each subgroup chooses a leader to facilitate discussion and report subgroup's analysis to entire group. Subgroups first discuss the "goodness" of the response alternatives for any or all of the excerpts and give reasons. Next each member's choices are tallied on the form on page 127.

Members of each subgroup should then react to any patterns found; for example, if student was male or female, did participants show differential trends in readiness to intervene and assist, etc.

5. The entire group now reassembles and the data from the subgroups is brought together and tallied for an analysis which permits participants to evaluate whether there is a trend for differential approach depending on sex of student. (See form on page 128).

Participants should react to any patterns which emerge in the data analysis. Participants should also be encouraged to raise and examine contaminating factors which affect the interpretation of patterns. The following questions may be helpful as a beginning guide to this discussion.*

- (a) Research reveals that girls have special problems emancipating themselves from the family due to more authoritarian and protective rearing practices for girls. And almost twice as many males as females report that they were democratically treated. Does our data (Items 1, 10, 11, 7) reveal a tendency to go along with parents, reverse the pattern, or neither?
- (b) Do we tend to offer assistance to girls more often? (Intervention vs. non-intervention.) Leaving boys to work out their own solutions? If so, are we fostering feminine dependency?
- (c) From the analysis of the data, does it appear that we treat the sexes equally about educational/vocational aspirations and plans?
- (d) The fact that girls are more sensitive to group influences and more concerned with acceptance by others has been confirmed over and over in research. This is generally attributed to the differential rear-

*See Introduction to High School Student Activities for further information on sex differences and sex stereotypes to include in form of brief lecturesses on each content area of concern: separation from family, educational/vocational, dating, and independence from group.

ing of males and females. How do we as a group compare? What effect does this have on girls' futures?

- (e) Does our data tend to reveal a pattern of male dominance in dating? Is acting on sexual feelings as permissible for females as males?
- 7. Participants should be allowed to react to the exercise in total through discussion, if necessary, but preferably by role playing and expanding the excerpted situations for role practice in treating sexes equally.

FORM A

Item # & Concern	Male Participants			Female Participants		
	Active/ Passive	Inter- vene	Non-Inter- vention	Active/ Passive	Inter- vene	Non-Inter- vention
1. Independence from parents						
10. Independence from parents						
11. Independence from parents						
7. OK reject college & indep. from parents						
4. OK to reject college degree						
2. Raising educ. aspirations						
3. Autonomy from group						
9. Autonomy from group						
6. Judgment to pick friends						
5. Individ. pref. dominate dating						
8. Individ. needs dominate dating						
12. Expression of sexual						

FORM B

Excerpt # & Concern	When student was perceived as male			When student was perceived as female		
	R.D.	Int.	Non-Int.	R.D.	Int.	Non-Int.
1. Independence from parents	Form B			Form A		
10. Independence from parents	Form B			Form A		
11. Independence from parents	Form A			Form B		
7. OK reject col- lege & indep. from parents	Form B			Form A		
4. OK to reject college degree	Form B			Form A		
2. Raising educ. aspirations	Form A			Form B		
3. Autonomy from group	Form A			Form B		
9. Autonomy from group	Form B			Form A		
6. Judgment to pick friends	Form B			Form A		
5. Individ. pref. dominate dating	Form A			Form B		
8. Individ. needs dominate dating	Form A			Form B		
12. Expression of sexual	Form B			Form A		

SCORING INTERPRETATIONS FOR BOTH FORMS A AND B

Directions: The scoring for each item is categorical and three-tiered. *First*, circle whether the response alternative you chose was an intervention or non-intervention. *Second*, if it was an intervention, circle the direction of the response as "yes" or "no;" this means yes or no to question posed by the item. *Third*, circle MAO or LAO to indicate the extent to which the intervention response chosen actively involves the student in dealing with the concern (relative to heeding or relying on others).

The symbols refer to:

Intervention = Attempting to have student restructure his/her perceptions or behavior

(R.D.) = Direction of response to each question posed by student concern

(MAO) = Student expected to take More Active Orientation

(LAO) = Student expected to take Less Active Orientation

Example: Excerpt 1. If you choose response alternative "a", it would be scored as follows:

1. Independence from parent(s)?

Intervention

a. R.D., yes = LAO

b. R.D., yes = MAO

Non-intervention

c.

1. Independence from parent(s)?

Intervention	a.	RD, yes: LAO	<i>(Less Active Orientation recommended)</i>
	b.	RD, yes: MAO	<i>(More Active Orientation recommended)</i>
Non-intervention	c.		
2. Raising Educational Aspirations?

Intervention	a.	RD, yes: MAO
	b.	RD, no: MAO
Non-intervention	c.	
3. Autonomy from Group?

Intervention	a.	RD, yes: MAO
	b.	RD, no: MAO
Non-intervention	c.	
4. Okay to reject college degree?

Non-intervention	a.	
Intervention	b.	RD, yes: MAO
	c.	RD, no: LAO
5. Individual preferences allowed to
-dominate in random dating?

Intervention	a.	RD, no: LAO
	b.	RD, no: MAO
Non-intervention	c.	
6. Judgement to pick own friends?

Intervention	a.	RD, no: LAO
	b.	RD, maybe: MAO
Non-intervention	c.	
7. Okay to reject college and independence
from parent(s)?

Non-intervention	a.	
Intervention	b.	RD, no: MAO
	c.	RD, no: LAO
8. Individual needs allowed to dominate
during dating?

Intervention	a.	RD, no: LAO
	b.	RD, no: MAO
Non-intervention	c.	
9. Autonomy from group?

Intervention	a.	RD, no: LAO
	b.	RD, yes: MAO
Non-intervention	c.	

10. Independence from parent(s)?
 - Intervention a. RD, no: LAO
 - b. RD, yes: MAO
 - Non-intervention c.
11. Independence from parent(s)?
 - Intervention a. RD, yes: LAO
 - b. RD, yes: MAO
 - Non-intervention c.
12. Expression of sexual feelings?
 - Non-intervention a.
 - Intervention b. RD, yes: LAO
 - c. RD, no: LAO



Teacher/Counselor Expectancies: Do I Really Understand What You're Feeling?

Objectives For Educators:

1. To assess their skill in identifying predominant emotional themes from the verbal content of students.
2. To evaluate tendencies for professional group to interpret the emotional theme of identical verbal content differentially when the identifying data differs by sex.
3. To evaluate tendencies of male educators and female educators to interpret emotional themes differently from identical information.

Time Required:

2 hours minimum

Number Of Participants:

20 minimum

Materials:

1. Newsprint (previously headed) and magic markers
2. Answer blanks prepared in advance (step 2)
3. Adjective check list
4. An equal number of "Judging Students' Emotions, Forms A and B" must be prepared in advance, as follows:

From "Student Excerpts," Appendix B, select the items numbered in the left hand column below and renumber them as shown in the right hand column. Arrange in the new numerical order. The Excerpts for Forms A and B come from Forms A and B, respectively.

Was		Is Now	Was		Is Now
1	—	9	6	—	2
2	—	10	7	—	6
3	—	1	8	—	5
4	—	3	9	—	4
5	—	11	10	—	12

Process:

1. The facilitator/trainer explains the purpose of the exercise as stated in the first objective, and says:
 "You will receive a form containing 10 student excerpts from 10 secondary students. Each excerpt is an expression of feeling about some content of concern to the student. In the case of each, you are to assume that this is a student who has come to you as a teacher or a counselor to talk or ask for advice."
2. Copies of "Judging Student's Emotions" and answer blanks are distributed. Forms A and B should have been previously alternated in the distribution stack to ensure equal and random numbers taking both forms. Participants are then instructed to: *Read each excerpt, then check under the ONE emotional theme which they believe predominates.* Allow 10-12 minutes.

Sample answer blank:

Excerpt #	Anxiety, Depression, Fear of adequacy	Anger, Hostility	Elation, Pleasure
Excerpt 1			
Excerpt 2			

3. The facilitator/trainer *now* explains that there are two forms and the purpose for having two forms. Participants are asked to form subgroups of from 8-10 members from those who took the same form. Each subgroup is asked to choose a leader to facilitate discussion and report the subgroup's analysis to the entire group later. Members are asked to tally their individual answers on a group summary sheet as shown below. Subgroups may need to spend some time discussing the emotional themes of the excerpts – disagreements and reasons.

Excerpt No.	Male Educators Perceived			Female Educators Perceived		
	Anxiety, Depression, Fear of Adequacy	Anger, Hostility	Elation, Pleasure	Anxiety Depression, Fear of Adequacy	Anger, Hostility	Elation, Pleasure
1.						
2.						
3.						

4. Members of subgroups are asked to look for and discuss any patterns in the data analysis. For example, do female educators see the girl students as expressing more fear than is actually present? Do male and female educators perceive a greater presence if one emotion for one sex than is the actual case? If so, what does this mean in regard to student-educator transactions? A scoring key is also distributed at this time to each group member.

SCORING KEY	
1. Anxiety, depression fear of adequacy	6. Anxiety, depression, fear of adequacy
2. Anger/hostility	7. Elation/pleasure
3. Elation/pleasure	8. Anger/hostility
4. Anger/hostility	9. Anger/hostility
5. Anxiety, depression fear of adequacy	10. Anxiety, depression, fear of adequacy

5. The entire group reassembles and the facilitator explains that the male and female educators' perceptions in each subgroup should be combined and the totals of subgroups tallied on one previously headed newsprint sheet as follows:

Excerpt No. and Emotional theme:	When Student Perceived as Male			When Student Perceived as Female		
	<u>form</u>	A n x i e t y	A n g e r s u r e	<u>form</u>	A n x i e t y	A n g e r s u r e
1. Anxiety,	B			A		
5. Depression,	A			B		
6. Fear of	A			B		
10. Adequacy	B			A		
3. Elation	B			A		
7. Pleasure	B			A		
2.	B			A		
4. Anger	A			B		
8. Hostility	A			B		
9.	B			A		

6. Participants are asked to note and discuss the implications of any patterns in the analysis of data when student sex was perceived differently.
7. Each participant is given a copy of the adjective check list and asked to circle no more than 15 words which she/he believes most characteristic of self. Participants are asked to ignore the letter symbols before each word for now.
8. The facilitator/trainer reports the meaning of the letter symbols, as follows: (A) = active-happy; (D) = sad-depressed; (H) = angry-hostile; (F) = fatigued; (T) = anxious-tense; and encourages each person to briefly analyze their emotional pattern and decide for themselves

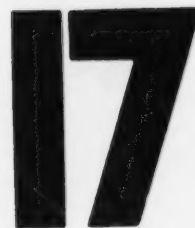
Adjective Checklist¹

- | | | |
|----------------------|----------------------|--------------------|
| (A) 1. active | (H) 25. furious | (-T) 49. relaxed |
| (A) 2. adventurous | (D) 26. gloomy | (H) 50. resentful |
| (T) 3. afraid | (H) 27. grouchy | (T) 51. restless |
| (A) 4. alert | (A) 28. happy | (D) 52. sad |
| (A) 5. ambitious | (T) 29. helpless | (-T) 53. secure |
| (H) 6. angry | (D) 30. hopeless | (T) 54. shaky |
| (H) 7. annoyed | (H) 31. impatient | (F) 55. sleepy |
| (T) 8. anxious | (H) 32. irritable | (F) 56. slow |
| (H) 9. bitter | (A) 33. joyous | (F) 57. sluggish |
| (D) 10. blue | (A) 34. lighthearted | (D) 58. sorrowful |
| (-T) 11. calm | (A) 35. lively | (T) 59. tense |
| (A) 12. cheerful | (D) 36. lonely | (T) 60. threatened |
| (A) 13. confident | (H) 37. mean | (F) 61. tired |
| (A) 14. contented | (A) 38. merry | (-H) 62. tolerant |
| (D) 15. dejected | (D) 39. miserable | (T) 63. uneasy |
| (D) 16. despondent | (D) 40. moody | (D) 64. unhappy |
| (D) 17. discouraged | (T) 41. nervous | (A) 65. up |
| (H) 18. disgusted | (T) 42. on edge | (T) 66. upset |
| (F) 19. dull | (T) 43. panicky | (D) 67. useless |
| (A) 20. energetic | (A) 44. peaceable | (F) 68. weary |
| (A) 21. enthusiastic | (-H) 45. pleasant | (T) 69. worried |
| (T) 22. fretful | (F) 46. plodding | (D) 70. worthless |
| (-H) 23. friendly | (H) 47. quarrelsome | |
| (T) 24. frightened | (H) 48. rebellious | |

¹Taken from L. A. Gottshalk, and G. C. Gleser, *The Measurement of Psychological States Through the Content Analysis of Verbal Behavior* (Berkeley and Los Angeles: University of California Press, 1969), p. 148.

whether it may have influenced their ability to recognize the emotions in the exercise.

9. The facilitator gives a brief lecture on the mechanisms of projection and then asks participants to discuss whether they believe projection dynamics operated in this exercise and/or in their work with students. Participants are asked to examine what might have accounted for misreading emotions if not projection.
10. Participants are given time to react to the exercise in its entirety.



Match And Mismatch

Objectives For Educators:

1. To evaluate sex-differential in preferences for male and female students when facts are same but sex differs.
2. To assess individual preferences for male and female students and analyze reasons for same.
3. To assess male educators' preference patterns as a group.
4. To assess female educators' preference patterns as a group.

Time Required:

60 to 90 minutes

Number Of Participants:

10 minimum

Materials:

1. Headed newsprint sheets for each subgroup (step 3) and one for whole group (step 4).

2. An equal number of "Excerpts for Rating Preference," Forms A and B which must be prepared in advance, as follows:

From Student Excerpts, Appendix B, select items numbered in the left hand column below and renumber them as shown in the right hand column. Arrange in the new numerical order. (The excerpts for Forms A and B come from Forms A and B, respectively.)

<u>Was</u>		<u>Is Now</u>
1	—	9
2	—	10
3	—	1
4	—	3
5	—	11

<u>Was</u>		<u>Is Now</u>
6	—	2
7	—	6
8	—	5
9	—	4
10	—	12

Process:

1. The facilitator/trainer explains the purpose of the exercise as all but the first objective above adding that it is only through understanding preferences — which we all have — that one takes control of their operation. The trainer says:
 "You will receive a form containing 10 student excerpts from secondary students. You will read the excerpts and decide from their views which two students you would most like to work with and which two you would least prefer to work with.
2. Copies of "Excerpts for Rating Preference" and slips of paper are distributed. Participants read all excerpts and then select the two most preferred and the two least preferred, writing the excerpt numbers under these headings on the slip of paper. Allow 8 to 10 minutes.
3. The facilitator/trainer now explains that there are two forms and the reason for this (first objective above). Participants are asked to form subgroups of from 8 to 10 members who took the same form. Each subgroup is asked to choose one member to facilitate the discussion and report the subgroup analysis to the entire group. Individual subgroup member preferences are tallied on newsprint, as shown below, and time

is allowed for a discussion of reasons for preferences and the influence they cause on our behavior. Participants examine the posted data for differences in male and female educators' preferences of type of student to work with. If any are found, possible reasons are explored.

Excerpt No.	Male Educators Preferred		Female Educators Preferred	
	<u>Most</u>	<u>Least</u>	<u>Most</u>	<u>Least</u>
1				
2				
3				

4. The entire group reassembles and the subgroups report out analyses to facilitator who tallies the data on two separate newsprint sheets, (see following page).
5. The subgroup leaders report out and differences between male and female educators and the subgroups' hypotheses. This aspect is further examined and discussed in the total group where more data is now available.

The entire group also focuses on whether knowledge of student's sex made a difference in students educators prefer to work with. For example, are we more inclined to prefer hostile counselees who are male? Or do we prefer working with anxious students regardless of sex? Why, etc.?

6. The trainer may want to give a brief lecturette summarizing the research on preferences (i.e., we prefer people who are more like ourselves). It should also be added that counselors and teachers have professional and personal needs which influence preferences (i.e., I might prefer working with anxious students because I'm better able to help them than hostile students. Still in my personal life I prefer happier associates.)
7. Participants are encouraged to react to the exercise as a whole. Volunteers are called on to give suggestions or role play ways to assist the least preferred students on the data tally sheet for the entire group.

Item No. & Predominant Emotional Theme	TWO MOST PREFERRED STUDENTS			
	Male Participants		Female Participants	
	Student  Form	Student  Form	Student  Form	Student  Form
1. Anxiety,	B	A	B	A
5. Depres-	A	B	A	B
6. sion,	A	B	A	B
10. Fear of Adequacy	B	A	B	A
TOTAL				
3. Elation	B	A	B	A
7. Pleasure	B	A	B	A
TOTAL				
2. Anger	B	A	B	A
4. Hos-	A	B	A	B
8. til-	A	B	A	B
9. ity	B	A	B	A
TOTAL				

Item No. & Predominant Emotional Theme	TWO LEAST PREFERRED STUDENTS			
	Male Participants		Female Participants	
	Student  Form	Student  Form	Student  Form	Student  Form
1. Anxiety				
5. Depres-				
6. sion,				
10. Fear of Adequacy				
TOTAL				
3. Elation				
7. Pleasure				
TOTAL				
2. Anger				
4. Hos-				
8. til-				
9. ity				
TOTAL				

18

A Parts Party : What Part Do Teachers Play In Students' Lives?

Objectives For Educators:

1. To analyze teacher variables including gender which influence student growth.
2. To acquire self/other knowledge of what and how needs are met within the network of teacher objectives.
3. To establish individual goals for fostering student growth through meeting particular student needs.
4. To give immediate feedback to a particular teacher who has fostered their growth as a student and person (optional).

Time Required:

1 - 1½ hours minimum

Number Of Participants:

10 minimum

Materials:

1. Seven slips of paper 6" x 8" for each participant.
2. One 8" x 12" sheet of paper for each participant and pencils.
3. Stationery and envelopes for all participants to use (optional).

Process:

1. The facilitator/trainer introduces the general purpose of the exercise. Seven slips of 8" x 6" paper are distributed to each participant.
2. The facilitator asks participants to head five slips with the words "most positive influence" and two slips with the words "most negative influence." Participants are reminded that what they write on these slips will be seen only by themselves. Facilitator instructs each person through the following steps (allowing enough time only for the writing of spontaneous unedited memories):
 - (a) Write the names of 5 teachers who have had the most positive influence on your growth. Try to cover the span of elementary, secondary and college.
 - (b) Write the names of the 2 teachers who have had the most negative influence on your growth.
 - (c) Under the names of each of the 7 teachers write one brief statement of how they contributed to (5) or damaged (2) your growth.
 - (d) Taking each of the 7, one at a time, write as many descriptive words or phrases as come to mind without concern as to their positive or negative value. Allow about 10 minutes.
 - (e) Taking each of the 7 slips, one at a time, read each descriptive word. Compare to yourself by looking over the list of words. Now circle the one word which is most like you on each of the seven slips.
3. The facilitator has participants form into small groups of 8 to 10 members and share their insights from the experience thus far. Free discussion is followed by each small group developing their own list of characteristics: (a) most common to teachers who are remembered as having positive influence on students; and (b) most common to teachers considered to have had a detrimental influence. These lists are recorded on newsprint. (See following page).
4. The entire group reassembles and the facilitator records a summary of each small group's analysis on an identical newsprint sheet for large group.

TEACHERS WHO INFLUENCED OUR GROWTH

Sex of Influencing Teacher	Positive Influence	Negative Influence
Male	Tallies: ___ elem. ___ sec. ___ college Qualities: (list)	Tallies: ___ elem. ___ sec. ___ college Qualities: (list)
Female	Tallies: ___ elem. ___ sec. ___ college Qualities: (list)	Tallies: ___ elem. ___ sec. ___ college Qualities: (list)

Participants are instructed to see if patterns exist relative to any of the following and discuss possible reasons for same.

- (a) Do the qualities of teachers having a positive influence differ with sex?
 - (b) Do the qualities of teachers having a negative influence differ with sex?
 - (c) Is one sex viewed more positively than the other? (number)*
 - (d) Is one sex viewed more negatively than the other? (number)*
 - (e) As you progress in educational level from elementary to college, does the number of one sex increase more? Why?
5. The facilitator may want to give a brief lecturette on results of research about student views of teachers who have an influence on their lives.
 6. The facilitator now moves participants through each of the following steps:
 - (a) Line up your seven slips by educational level from elementary through college. Read them over to see what some of your predominant needs were as a student. Write these on the sheet of paper I am now distributing to you for your own use. Write these needs in

*Males have traditionally been accorded the wise authority figure status. The data here allow this stereotype to be examined and the trainer should relate it to male dominance in educational power positions and decision making.

- priority order. That is, those which appear by inference most often and over the span of years are most important.
- (b) For the top three needs you listed, write the name of a student currently in your classes whom you believe to have this need.
 - (c) Look at the one description you circled on each slip of paper as being most like you. Ask yourself if you see yourself as a person able to meet the needs of the three students listed.
 - (d) Look at the names of the students you wrote once more. Are they all one sex, or mixed sexes? Beside each student's name, try to write the names of a student of the opposite sex who seems also to have this same strong need.
 - (e) Below the students' names write a goal for yourself in relation to these particular students' needs, students' sex and the way you see yourself.
7. Participants may be asked to share their reactions to this exercise as a whole and/or stationery and envelopes distributed to each to write a letter to one of the teachers who had a positive influence on their lives — telling them so. When they leave they can be asked to find the address of this person if they don't already know it and mail it to them.



Seperate And Unequal: A Simulated Grievance Hearing On Charges Of Sex Discrimination

Objectives For Educators:

1. To assess sex discrimination issues in employment and school facilities which have the potential for highly affective involvement.
2. To develop awareness of how subjective involvement with issues and concepts can interfere with rational processing and problem solving.
3. To experience the dynamics of an alternate unaccustomed role in a teacher administration conflict.
4. To develop skills in intergroup negotiation.
5. To "try on for size" some solutions to sex discrimination conflicts.
6. To experience the value of process analysis and feedback techniques.
7. To develop group leadership skills in intergroup conflict/negotiation/problem solving.

Time Required:

3 hours

Number Of Participants:

10 minimum, 60 maximum

Materials:

1. One set for each participant of the following: "The Grievance Summary," "Summary of Events Preceding the Grievance Hearing," "Formal Grievance Petition," and "Legal Information."
2. One role cluster description for each member of the particular role cluster groups (step 3).

Process:

Note: The value of this experience lies in its being specially adapted to the unique problems of the particular school organization with which the participants are familiar. The experience here presented is a model based on differences in physical education facilities presented in a sex discrimination charge before the U.S. District Court S.D. Ohio, W.D. (Harrington v. Vandalia, 1976). A similar exercise could be developed on the topic of administrative promotion or hiring, etc. The help of the United States Equal Opportunity Commission in the local area would be valuable for the trainer who plans to develop an exercise adapted to the process of this model.

1. The facilitator/trainer introduces the objectives of this activity and introduces briefly the theory of game simulation and role playing – focusing particularly on "getting into another role/role cluster" other than the one with which each participant is most familiar.
2. One set of the grievance materials is distributed to each participant. Participants are instructed to read over all but the Legal Information.
3. List the people who will be present at the mock grievance hearing on newsprint or chalkboard:

Director in charge of Equal Educational Opportunities Office.

Deputy Superintendent of Fox Co. Public Schools.

Jane Smith, physical education instructor.

George Greene, principal.

Two male physical education instructors at Sunshine High.

Jane Smith's attorney.

School attorney.

Two parents of girls in physical education at Sunshine High.

One representative from Fox Co. Parent Advisory Council.

Participants are informed that they will all be involved either at the

mock hearing or in the role cluster group which choose and instruct role representatives for the grievance hearing.

4. Participants are then assigned to one of the four role cluster groups (see page 153) on the basis of not being in their accustomed professional role. (This provides most female educators with their first taste of decision making power in education. If all administrators are male, this becomes quickly apparent as one has to fill Ms. Smith's role and perhaps adjustment will be needed.) Role cluster groups are assigned to areas where their discussion will not interfere or be overheard by the other groups. In addition, there must be a central arrangement for the grievance hearing.
5. Each member of the role cluster group receives the information and directions of that particular group. Time is allowed to read the Legal Information and the instructions for the role cluster group. The facilitator/trainer spends enough time with each role cluster group to help them get into role by answering questions, suggesting alternatives, etc. Before leaving each group, the following is emphasized:
 - The representatives chosen are responsible to the role cluster group
 - Playing it for real, being responsible to the job and view represented by the role cluster
 - Playing it creatively in order to maximize learning.
6. The facilitator/trainer guides the participants through each of the following action stages:
 - a. First half of grievance hearing
 - b. Recess and time for role cluster groups to meet with their representatives for feedback and processing.
 - c. Second half of grievance hearing, including solution or realization that negotiations are deadlocked and the conflict must be resolved outside the school system.
 - d. Each role cluster group processes their contribution or lack of it to the solution and their own group functioning.
7. The entire group reassembles and shares learnings and reactions to the exercise in its entirety. The following guide questions may be helpful:
 - a. What about the hearing made you feel satisfied?
 - b. What about this hearing made you feel dissatisfied?
 - c. What do you think is the most important thing you learned from being involved in this exercise?
 - d. What sex were the power and decision making roles? Is this representative of education generally? If so, what effect does this have on sex equality?

8. The facilitator/trainer should point out (if someone has not already done so) that segregating physical education classes by sex is now forbidden under Title IX and either let participants discuss the issues and implications of a grievance charge based on this or suggest that they use this exercise as a model to develop one so their students can conduct a sex discrimination grievance simulation.

THE GRIEVANCE SUMMARY

Jane Smith, a female teacher of physical education at Sunshine High, protests that her civil rights are being violated. She alleges that she is discriminated against in terms of salary and inferior working conditions. For twelve years, she has had the exclusive duty of teaching girls physical education at this school which has had the same number of male and female students. Two men share the duty for teaching the boys physical education classes and they both also teach other academic classes. Separate facilities for physical education are maintained.

The girls' classes are held in the Girls' Gym located in a basement and almost entirely underground. The gym lacks natural light and ventilation. Girls' physical activities are conducted at two levels: an area known as the "deck" is used for instruction in bowling while the gym proper, approximately one floor below, is used for all other activities. It is only possible for Ms. Smith to observe both levels from a stairway landing.

Boys' physical education is conducted in a structure known as the "Field House" where girls' physical education was also conducted until seven years ago when a portion of the Field House was converted from an instructional area to spectator bleachers. The current floor area of the Field House is substantially larger than that of the Girls' Gym. There is natural light and ventilation from two levels of windows and both the locker rooms and shower facilities are larger than those provided in the Girls' Gym.

The office space for male physical education teachers is larger and has private shower and toilet facilities. Ms. Smith's office has room for a desk and two chairs only and no private shower or toilet facilities.

The salary of both male physical education teachers is more than a thousand dollars higher than Ms. Smith's.

SUMMARY OF EVENTS PRECEDING THE GRIEVANCE HEARING IN JANUARY, 1978

- | | |
|--------------|---|
| Aug., 1966 | Jane Smith was hired by Fox Co. School Board to instruct physical education at Sunshine High. She held and continues to hold a teaching certificate authorizing her to instruct in the subjects of physical education and social studies. |
| Summer, 1971 | A portion of Field House converted from instructional area to spectator bleachers. Ms. Smith is informed that girls' physical education will be held from now on in the "deck" and in the basement. |

- Between
Fall, 1971
– Jan., 1977
- Ms. Smith periodically informs school administration that the facilities for Girls' Gym are inadequate without achieving a resultant improvement in the facilities.
- Sept., 1976
- Ms. Smith conducts a survey of girls' physical education facilities in all high schools of the state.
- Jan., 1977
- Ms. Smith distributes copies of the survey results with a comparison to Sunshine High to the parents of all female physical education students at Sunshine High.
- Between
Jan., 1977
& Sept., 1977
- Ms. Smith speaks to several parent and community groups informing them of the need for equalizing facilities for boys' and girls' physical education.
- Between
Feb., 1977
& Dec., 1977
- 18 separate annotations of unsatisfactory performance are entered in Ms. Smith's file. These notes were made subsequent to observation of Ms. Smith and her students.
- School Year
1975-1976
- Ms. Smith is evaluated by Sunshine High's principal, George Greene, on the standard form which contains 25 categories. He evaluated her performance as average in 18 of the categories and above average in 7. No evaluation in the categories "poor," "needs improvement" or "outstanding" was recorded. The overall evaluation was held to be average.
- Jan. 3, 1978
- Ms. Smith informed that she would be transferred to another senior high to teach social studies exclusively.

FORMAL GRIEVANCE PETITION

Jane Smith of 312 Elm Street, Pleasantville, Ohio, charges the school administration of Fox Co. Public Schools with denying her civil rights under the Civil Rights Act of 1964 701 (b) as amended 42 U.S.C.A. 2000c(b).

Specifically, the charges are:

- (1) that she is penalized in terms of salary for work done equivalent to that of male teachers;
- (2) that her working conditions are inferior to those of male teachers performing the same services.

Ms. Smith requests a formal hearing on these charges and a redress of her grievances plus a stop put to her reassignment to High School.

Acceptable redress would be:

- (1) that Jane Smith receive a salary for work done equivalent to that of the male teachers; and that Jane Smith be compensated for lack of same in the past;
- (2) that her working conditions be equalized to the level of those for male physical education teachers in the school; and that financial compensation be made to her for seven years of teaching under inferior conditions.

LEGAL INFORMATION

Title VII of the Civil Rights Act of 1964 prohibits discriminatory employment practices. Underlying disparities in wages, hours, and hiring practices have been found by the law and the courts to be a denial of the employee's constitutional rights. Previously established court precedents which are relevant here are as follows:

- (1) Are underlying disparities in working conditions covered by the Civil Rights Act? *Rogers v. EEOC*, 1972 Court Opinion:
" . . . today employment discrimination is a far more complex and pervasive phenomenon, as the subtleties of discriminatory employment practices are no longer confined to bread and butter issues."
- (2) Does Title VII cover unintentional (v. intentional) acts of discrimination? *Griggs v. Duke Power Co.*, 1971, and *Washington v. Davis*, 1976 Court opinion:
"Congress directed the thrust of the Act to the consequences of employment practices, not simply the motivation."
- (3) If violation of the Act has occurred, is the victim entitled to compensation? *Albermarle Paper Co. v. Moody*, 1975 Court Opinion:
"When federally protected rights have been invaded, it has been the rule from the beginning that courts will be alert to adjust their remedies so as to grant the necessary relief."

ROLE CLUSTER GROUPS

I. Director of Equal Education Opportunities Office for Fox Co. Public Schools.

You are meeting to discuss plans for the formal grievance hearing that you have called for this afternoon. Your job in the hearing is similar to the function of judge; that is, to see that both sides have a fair chance to present the facts and arguments for their case and to arbitrate a solution acceptable to both sides — administration and Jane Smith. You have invited a representative from the Parent Advisory Council to the meeting and the Deputy Superintendent of Schools. You will ask both of these people to give input for a solution. You would like a solution to be reached in the hearing rather than have Ms. Smith file a charge of discrimination with the U.S. Equal Employment Opportunity Commission.

After your planning, choose one person to act in the role of Director for the mock hearing and one person to represent the Parent Advisory Council.

II. Deputy Superintendent of Fox Co. Public Schools and School Attorney.

You are charged with representing the Superintendent at the grievance hearing scheduled this afternoon. The Superintendent is very desirous that this matter be settled within the school system, not the courts. You have checked out the charges of sex discrimination in wages and working conditions and that information is as follows:

1. Jane Smith does not yet possess the academic credentials that would qualify her for tenure as defined in the State Code.
2. Salaries for physical education instructors depend upon academic credentials and length of service. No evidence exists that there is a differential for similarly qualified instructors regardless of sex.
3. Where an instructor in physical education performs services for intramural activities, he/she is compensated by an additional supplementary contract in the amount of 6% of the amount of base contract. This may and does involve a difference in the total compensation paid the male and female physical education instructors at Sunshine High, but the difference is based on basic salary, not sex.
4. Two years ago the windows in the Girls' Gym were removed and ventilating fans were located in the ceiling and while there is no natural light, sufficient artificial lighting has been provided.
5. It is not possible for Ms. Smith to adequately supervise both levels and teach concomitantly. Instructional efforts at either level would remove the other level from her observation.

Choose two persons from your group to play these two roles in the mock hearing and instruct them as to how to arbitrate for a solution.

- III. Jane Smith, Her Attorney and Two Parents of Girls in Ms. Smith's Class.
You are meeting to go over the arguments you plan to present at the afternoon grievance hearing. The facts of the case are essentially those in the grievance summary, and you would be satisfied with number (1) and the first part of number (2) under "redress requested." As for monetary compensation for past inferior working conditions and salary, you will settle for a token payment for each year. If these requests are not met, you plan to file a charge against Fox Co. Public Schools with the U.S. Equal Opportunities Commission and from there to U.S. District Court. You are calling parent witnesses at the hearing to present evidence that the only criticism made by Ms. Smith against school administration was in reference to the physical education facilities.

Choose four persons to play the above roles in the mock grievance hearing and instruct them in how to arbitrate for a solution.

- IV. George Greene, Principal.

You are more than annoyed at having to take the brunt of the defensive position in this afternoon's grievance hearing. You know the charge of salary discrimination is unfounded and you have explained to Ms. Smith several times that the reason she makes less money is because she does not possess the same academic credentials and length of service and because in addition, intramural supplements are paid as a percentage of the base salary.

You have rated Ms. Smith as low as possible without rating her unsatisfactory which you feel you probably should have and that's the last time you let sympathy influence a rating. Then when she started to create excessive tension at the school, you made yourself take time away from other duties to begin documenting her ineptitude as a teacher for the files. This last time around she got the ratings she deserved and you were prepared to justify them. Meanwhile, she filed the grievance and was claiming and making it appear that the observations were harassment. Who knows what top-level administration thought? After they'd come to the school to review the facts, they had notified him she would be reassigned.

As for the physical education facilities, the PTSA had requested more seating. The request had been passed on and the decision to convert the girls' instructional area of the Field House had been the school system architect's idea, approved by the School Board and supported by PTSA. Everyone had known at the time that girls' physical education would have to be held in the Girls' Gym. When Ms. Smith had complained about ventilation, you'd put budget monies aside and finally saved enough for conversion to ceiling fans. Certainly you'd never penalized her in observations or evaluations for not being present on both levels of the Girls' Gym simultaneously.

You are to select one person to role play Mr. Greene. Pick two persons to be the male physical education instructors available as witnesses at the mock hearing should they be needed. Instruct these people in how to behave at the hearing.

Appendix



Attitudes Toward Women¹

The statements listed below describe attitudes toward the role of women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feelings about each statement by indicating whether you: A) agree strongly, B) agree mildly, C) disagree mildly, or D) disagree strongly.

Please indicate your opinion by marking the column on the answer sheet which corresponds to the alternative which best describes your personal attitude.

1. Women have an obligation to attend the function or affair chosen by their mate or date.
2. Swearing and obscenity are more repulsive in the speech of a woman than a man.
3. The enhancement of her mate or dates masculinity is a fundamental obligation of every woman.
4. Divorced men should help support their children but should not be required to pay alimony if their wives are capable of working.
5. Under ordinary circumstances, men should be expected to pay all the expenses while they're out on a date.

¹The ATTITUDE TOWARD WOMEN Scale is reprinted by permission of the authors, Janet T. Spence and Robert Helmreich of the University of Texas at Austin. Items 3, 7, 32, 40, 45 and 52 have been reworded to be less sexually explicit.

6. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.
7. It is all right for a woman to have an occasional, casual, love relationship with someone other than her mate.
8. Special attentions like standing up for a woman who comes into a room or giving her a seat on a crowded bus are outmoded and should be discontinued.
9. Vocational and professional schools should admit the best qualified students, independent of sex.
10. Both husband and wife should be allowed the same grounds for divorce.
11. Telling dirty jokes should be mostly a masculine prerogative.
12. Husbands and wives should be equal partners in planning the family budget.
13. Men should continue to show courtesies to women such as holding open the door or helping them on with their coats.
14. Women should claim alimony not as persons incapable of self-support but only when there are children to provide for or when the burden of starting life anew after the divorce is obviously heavier for the wife.
15. Intoxication among women is worse than intoxication among men.
16. The initiative in dating should come from the man.
17. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.
18. It is insulting to women to have the "obey" clause remain in the marriage service.
19. There should be a strict merit system in job appointment and promotion without regard to sex.
20. A woman should be as free as a man to propose marriage.
21. Parental authority and responsibility for discipline of the children should be equally divided between husband and wife.
22. Women should worry less about their rights and more about becoming good wives and mothers.
23. Women earning as much as their dates should bear equally the expense when they go out together.
24. Women should assume their rightful place in business and all the professions along with men.
25. A woman should not expect to go to exactly the same places and to have quite the same freedom of action as a man.
26. Sons in a family should be given more encouragement to go to college than daughters.
27. It is ridiculous for a woman to run a locomotive and for a man to darn socks.
28. It is childish for a woman to assert herself by retaining her maiden name.
29. Society should regard the services rendered by the women workers as valuable as those of men.

30. It is only fair that male workers should receive more pay than women even for identical work.
31. In general, the father should have greater authority than the mother in the bringing up of children.
32. Women should be encouraged to retain their mystery by not acting on their physical attraction until after marriage: even if the equivalent of engaged.
33. Women should demand money for household and personal expenses as a right rather than a gift.
34. The husband should not be favored by law over the wife in the disposal of family property or income.
35. Wifely submission is an outworn virtue.
36. There are some professions and types of businesses that are more suitable for men than women.
37. Women should be concerned with their duties of childrearing and house-tending, rather than with desires for professional and business careers.
38. The intellectual leadership of a community should be largely in the hands of men.
39. A wife should make every effort to minimize irritation and inconvenience to the male head of the family.
40. There should be no barrier on an unmarried woman's freedom with dates or acquaintances other than those she chooses to impose on herself.
41. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set by men.
42. Women should take the passive role in courtship.
43. On the average, women should be regarded as less capable of contribution to economic production than are men.
44. The intellectual equality of woman with man is perfectly obvious.
45. Women should have full control of their persons and engage in affectional behaviors only by their own choice.
46. The husband has in general no obligation to inform his wife of his financial plans.
47. There are many jobs in which men should be given preference over women in being hired or promoted.
48. Women with children should not work outside the home if they don't have to financially.
49. Women should be given equal opportunity with men for apprenticeship in the various trades.
50. The relative amounts of time and energy to be devoted to household duties on the one hand and to career on the other should be determined by the personal desires and interests rather than by sex.
51. As head of the household, the husband should have more responsibility for the family's financial plans than his wife.
52. If both mates agree there's no reason why they shouldn't date others.

- 53. The husband should be regarded as the legal representative of the family group in all matters of law.
- 54. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.
- 55. Most women need and want the kind of protection and support that men have traditionally given them.

ATTITUDES TOWARDS WOMEN ANSWER SHEET

	(A)	(B)	(C)	(D)		(A)	(B)	(C)	(D)
1.	()	()	()	()	29.	()	()	()	()
2.	()	()	()	()	30.	()	()	()	()
3.	()	()	()	()	31.	()	()	()	()
4.	()	()	()	()	32.	()	()	()	()
5.	()	()	()	()	33.	()	()	()	()
6.	()	()	()	()	34.	()	()	()	()
7.	()	()	()	()	35.	()	()	()	()
8.	()	()	()	()	36.	()	()	()	()
9.	()	()	()	()	37.	()	()	()	()
10.	()	()	()	()	38.	()	()	()	()
11.	()	()	()	()	39.	()	()	()	()
12.	()	()	()	()	40.	()	()	()	()
13.	()	()	()	()	41.	()	()	()	()
14.	()	()	()	()	42.	()	()	()	()
15.	()	()	()	()	43.	()	()	()	()
16.	()	()	()	()	44.	()	()	()	()
17.	()	()	()	()	45.	()	()	()	()
18.	()	()	()	()	46.	()	()	()	()
19.	()	()	()	()	47.	()	()	()	()
20.	()	()	()	()	48.	()	()	()	()
21.	()	()	()	()	49.	()	()	()	()
22.	()	()	()	()	50.	()	()	()	()
23.	()	()	()	()	51.	()	()	()	()
24.	()	()	()	()	52.	()	()	()	()
25.	()	()	()	()	53.	()	()	()	()
26.	()	()	()	()	54.	()	()	()	()
27.	()	()	()	()	55.	()	()	()	()
28.	()	()	()	()					

ATTITUDES TOWARD WOMEN SCORING KEY

Question	A	B	C	D	Question	A	B	C	D
1.	0	1	2	3	29.	3	2	1	0
2.	0	1	2	3	30.	0	1	2	3
3.	0	1	2	3	31.	0	1	2	3
4.	3	2	1	0	32.	0	1	2	3
5.	0	1	2	3	33.	3	2	1	0
6.	3	2	1	0	34.	3	2	1	0
7.	3	2	1	0	35.	3	2	1	0
8.	3	2	1	0	36.	0	1	2	3
9.	3	2	1	0	37.	0	1	2	3
10.	3	2	1	0	38.	0	1	2	3
11.	0	1	2	3	39.	0	1	2	3
12.	3	2	1	0	40.	3	2	1	0
13.	0	1	2	3	41.	3	2	1	0
14.	3	2	1	0	42.	0	1	2	3
15.	0	1	2	3	43.	0	1	2	3
16.	0	1	2	3	44.	3	2	1	0
17.	3	2	1	0	45.	3	2	1	0
18.	3	2	1	0	46.	0	1	2	3
19.	3	2	1	0	47.	0	1	2	3
20.	3	2	1	0	48.	0	1	2	3
21.	3	2	1	0	49.	3	2	1	0
22.	0	1	2	3	50.	3	2	1	0
23.	3	2	1	0	51.	0	1	2	3
24.	3	2	1	0	52.	3	2	1	0
25.	0	1	2	3	53.	0	1	2	3
26.	0	1	2	3	54.	3	2	1	0
27.	0	1	2	3	55.	0	1	2	3
28.	0	1	2	3					

ATTITUDES TOWARD WOMEN

SCORING INSTRUCTIONS: In the left hand column below you will find what score value to assign to each item you checked on your answer sheet. (Example: () () () () would receive a value of 2.) Add the score values for all 53 items. This is your total score.

A B C D

In the right hand column you should move the score value for each item into the box under one of the five Roman numerals. Each of the Roman numerals is a separate attitude area as follows:

RANGE

0-51	I	Vocational, Educational, and Intellectual Roles
0-12	II	Freedom and Independence
0-24	III	Dating, Courtship and Etiquette
0-9	IV	Drinking, Swearing, Jokes
0-18	V	Boy-Girl Relationships
0-51	VI	Marriage and Family Relationships

Question	A	B	C	D	I	II	III	IV	V	VI
1.	0	1	2	3			()			
2.	0	1	2	3				()		
3.	0	1	2	3					()	
4.	3	2	1	0						()
5.	0	1	2	3			()			
6.	3	2	1	0	()					
7.	3	2	1	0					()	
8.	3	2	1	0			()			
9.	3	2	1	0	()					
10.	3	2	1	0						
11.	0	1	2	3				()		
12.	3	2	1	0						
13.	0	1	2	3			()			
14.	3	2	1	0						
15.	0	1	2	3				()		

16.	0	1	2	3							()
17.	3	2	1	0							
18.	3	2	1	0							
19.	3	2	1	0	()						
20.	3	2	1	0							()
21.	3	2	1	0							
22.	0	1	2	3							
23.	3	2	1	0							()
24.	3	2	1	0	()						
Question	A	B	C	D	I	II	III	IV	V	VI	
25.	0	1	2	3		()					
26.	0	1	2	3	()						
27.	0	1	2	3	()						
28.	0	1	2	3							
29.	3	2	1	0	()						
30.	0	1	2	3	()						
31.	0	1	2	3							
32.	0	1	2	3						()	
33.	3	2	1	0							
34.	3	2	1	0							
35.	3	2	1	0							
36.	0	1	2	3	()						
37.	0	1	2	3	()						
38.	0	1	2	3	()						
39.	0	1	2	3							
40.	3	2	1	0						()	
41.	0	1	2	3		()					
42.	0	1	2	3			()				
43.	0	1	2	3	()						
44.	3	2	1	0	()						
45.	3	2	1	0						()	
46.	0	1	2	3							

Humanics Limited

47.	0	1	2	3	()					
48.	0	1	2	3	()					
49.	3	2	1	0	()					
50.	3	2	1	0	()					
51.	0	1	2	3						
52.	3	2	1	0				()		
53.	0	1	2	3						
54.	3	2	1	0		()				
55.	0	1	2	3		()				
	SUB				I	II	III	IV	V	VI
TOTALS	TOTALS				()	()	()	()	()	()

ATTITUDES TOWARD WOMEN

NORM GROUP	DECILES									
	0 - 10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Male College Freshman n = 710 <i>*Raw Score</i>	to 61	69	75	81	87	93	99	107	119	156
Female College Freshman n = 754 <i>*Raw Score</i>	to 68	78	84	90	97	102	109	117	129	161
Mother's of Freshman n = 292 <i>*Raw Score</i>	to 62	69	76	80	84	90	95	102	111	143
Father's of Freshman n = 232 <i>*Raw Score</i>	to 60	66	71	76	80	83	88	95	104	140

*Note: The higher the score the greater the departure from traditional conceptions of a woman's role

Appendix **B**

Student Excerpts: Forms A & B

Concern Areas	Affect		
	Anxiety, Depression, Fear of Adequacy	Anger, Hostility	Elation, Pleasure
Social-Interpersonal	Excerpt 9	Excerpt 3	Excerpt 6
Educational-Vocational	Excerpt 2	Excerpt 4	Excerpt 7
Boy-Girl Relationships	Excerpt 12	Excerpt 5	Excerpt 8
Parental Relationships	Excerpt 11	Excerpt 10	Excerpt 1

FORM A

EXCERPT 1:

Helen, a 17 year old senior
in High School

I mean they aren't even like parents. My mom is like my closest friend. There's not a thing I couldn't tell her that she wouldn't try to understand. And that's based on fact. I did a really heavy number last year and when she found out about it, she didn't freak. She helped me out and she's never held it over my head since . . . never even mentioned it. And my Dad is like that, too. If I need something, he tries to help out, too. I guess that's why I don't know where my friends are coming from when they complain about their parents. I can't get into that. Not me, boy, mine are really great. They're super. I really love them.

EXCERPT 2:

Jorge, a 16 year old junior
in the honors program

I like school, I mean I even like studying and learning new things. It gets boring at times but on the whole I enjoy it. There's plenty of money for college but no one at home is pressuring me to go. What it is is that I'm just not sure I want to get into the whole achievement thing. You push yourself hard to get through college and maybe even on to graduate school and then you work at your job to stay best or earn most and guarantee the "good life." You know, the big house, the car, and all that goes with it – marriage, a career, kids you never have time to get to know. I mean, who needs it? I think I should just flow with the river . . . take whatever job comes along; or travel; you know, have fun; time for relationships. But, then again, I think maybe that's wasting my potential. Some say it is. I really don't know what to do. What do you think?

EXCERPT 3:

John, a junior high school boy.

The "in-group," "coolies" – that's what all the kids call them – Who do they think they are? I can't stand running around with them anymore. A bunch of phonies, that's what I call them – that's what they really are. They leave me so frustrated. They make me anxious. I get angry at myself. I don't even want to be bothered with them anymore. I just wish I could tell them all to go where the sun doesn't shine, but I just can't do it.

EXCERPT 4:

Sally, a high school girl with
standardized test scores above 50%.

Teachers and parents wave that college degree up like it's a pot of gold at the end of the rainbow. I used to think so too, until I found out that the two richest people in this country were school dropouts. I'm not going to college. But the kids in this school, the first thing they ask is where are you going to college. I answer: "I'm not going to college." Man, they look at you like you're some sort of freak. They actually believe that people with degrees are better. In fact, I think they are worse. I've found a lot of kids here who haven't been so brainwashed and they don't plan to go to college. Some of them are a hell of a lot smarter than the majority who plan to get that degree. They're blind, man, they think just because they are going to college they are something special. These poor kids who think they have to go to college or they are ruined. It seems that we're all trying to perpetrate a fraud on these kids. If no degree they think they will end up digging ditches for the rest of their lives or be looked down on. That makes me sick!

EXCERPT 5:

Saul, a senior high school boy.

So what if it is the first date I've had in months. I'd rather do without than get into a relationship with someone like her. All night it was "I did this and I did that," and then "I've been hurt by this and I suffered from that in previous relationships with guys. I, I, I, I! Well, I can sure see why. I was so infuriated by the end of the evening I almost said so. I mean I have an identity of my own. I don't want to get all wrapped up in the other person. Oh, I know you're supposed to be a good listener and act interested if you want to get to first base . . . but in this case it would have been ridiculous.

EXCERPT 6:

Maryann, a female secondary student.

I've finally found some people I can really get along with. There's no phoniness about them at all. Not plastic, you know what I mean. They are real and they understand me. I can be myself with them. I don't have to worry about what I say and that they might take me wrong, because I do sometimes say things that don't come out the way I want them to. I don't have to worry that they are going to criticize me. They are just marvelous people! I can't wait to be with them. For once I actually enjoy being with a crowd. I didn't think I could ever feel that way again. I can really be myself. It's a neat feeling not to have people criticizing you

for everything you say that doesn't agree with them. They are warm and understanding and I just love them. It's a real high!

EXCERPT 7:

Samuel a male senior in high school.

Hey, never mind the college plans. New horizons have just unfolded! I've landed this great job and it's waiting for me the day after graduation. The salary is more than what the average college graduate makes and like I told my parents a lot of the kids graduating from college today have to take jobs as salesmen and secretaries anyway. It's fantastic! Now, I can get my own car and share an apartment. Maybe even get one of my own. I can't believe it's true, it's so great! I can't wait to get started. Wow!, am I excited!

EXCERPT 8:

A secondary male student named Paul.

It's really good the way things are going with Pat, my steady. We get along great together. We complement each other in every way. Like Pat is very sensitive to me and everyone else for that matter; you know, picks up where you're coming from almost without words. And well, . . . well, you know me; I say what I'm thinking and let things lie as they fall. I feel darn lucky to have found somebody so thoughtful. How many kids are so lucky to have a great close relationship? Why should I date anyone else?

EXCERPT 9:

Sharon is a 15 year old female.

I don't know if I'm right or wrong feeling the way I do but I find myself avoiding the kids I've always done things with . . . I don't hang around and play their stupid little games anymore. I get headaches. It all seems so superficial. There was a time when I was considered really cool. Everybody said "You're a beautiful person. You get along with everybody." Like a dummy I thought that was something to be really proud of. Now, I sometimes think I had no depth. I feel like I was what the crowd wanted me to be . . . the particular group I was with.

EXCERPT 10:

Michelle is a female high school student.

The CIA could use them as training agents. I mean my parents are really SPIES;

checking up on everything I do. Do you know what my mother does? She reads my letters or anything I write and leave laying around my room. Not even cool enough to put things back the way they were. And do they want to know about the things that really matter? Not on your Life! Parents are supposed to care about your future – right? Not mine! I've been trying to get them to make some kind of commitment about college – even listen to what I want to do and give me some assurance they'll help, or if they can't at least say so and explain it. It made me so mad that I finally hollered at my Dad last night that if he couldn't help me out I'd do whatever I had to do; even if that meant doing something illegal. He drew his hand back with that mean look he has. I wanted to punch him right in the nose.

EXCERPT 11:

Cory, a 17 year old male.

Ever since I can remember we've talked about it, Dad and I. No one ever questioned that I would go right into the family business; doing my apprenticeship there and so on. Dad's already got a silent agreement that I'll be taken into the Union and don't think he didn't get a lot of flack asking for a special personal favor like that. So how do I tell him that I want to go with the airlines instead. I thought I could break it to him gradually; give him time to get used to the idea. But time for gradually is over and besides I've felt lousy these last months being sneaky about applying when he's always been so super straight with me. I tell myself, hey this is my life and I'll have to please myself – and then I feel strong, you know, I have the guts to tell him. Then I see myself doing it, you know, in my mind and the scene shows him taking it and agreeing with what will make me happy and all the time trying to hide the hurt in his eyes, that his only child won't be taking over the business. Ugh, I mean I could do it. I don't hate it and I'm really pretty good. I could always keep my dream on the side, you know, kinda like having the flying and traveling thing as a hobby. I don't know what to do!

EXCERPT 12:

Virginia is a female high school student.

It's not an easy thing to talk about and sometimes I think it's ridiculous for me to worry. Then, Wham! along comes this feeling that there is something wrong with me. You know, most of the other kids are into it. They call it natural. And my steady is giving me a whole lot of pressure about being old fashioned; says its ok. Yet I don't want to. I think it's wrong before marriage; no matter how old fashioned that sounds. I'm attracted to him but then if we try to . . . uh . . . well, I freeze up; you know, turn off. Is there something wrong with me do you think?

FORM B

EXCERPT 1:

Mark, a 17 year old senior.
in High School.

I mean they aren't even like parents. My mom is like my closest friend. There's not a thing I couldn't tell her that she wouldn't try to understand. And that's based on fact. I did a really heavy number last year and when she found out about it, she didn't freak. She helped me out and she's never held it over my head since . . . never even mentioned it. And my dad is like that, too. If I need something, he tries to help out, too. I guess that's why I don't know where my friends are coming from when they complain about their parents. I can't get into that. Not me, boy, mine are really great. They're super. I really love them.

EXCERPT 2:

Alicia, a 16 year old junior
in the honors program.

I like school. I mean I even like studying and learning new things. It gets boring at times but on the whole I enjoy it. There's plenty of money for college but no one at home is pressuring me to go. What it is is that I'm just not sure I want to get into the whole achievement thing. You push yourself hard to get through college and maybe even on to graduate school and then you work at your job to stay best or earn most and guarantee the "good life." You know, the big house, the car, and all that goes with it – marriage, a career, kids you never have time to get to know. I mean who needs it. I think I should just flow with the river . . . take whatever job comes along; or travel, you know, have fun; time for relationships. But, then again, I think maybe that's wasting my potential. Some say it is. I really don't know what to do. What do you think?

EXCERPT 3:

Betty, a junior high school
girl.

The "in-group," "coolies" – that's what all the kids call them – Who do they think they are? I can't stand running around with them anymore. A bunch of phonies, that's what I call them – that's what they really are. They leave me so frustrated. They make me anxious. I get angry at myself. I don't even want to be bothered with them anymore. I just wish I could tell them all to go where the sun doesn't shine, but I just can't do it.

EXCERPT 4:

Peter, a high school boy with
standardized test scores above 50%.

Teachers and parents wave that college degree up like it's a pot of gold at the end of the rainbow. I used to think so too, until I found out that the two richest people in this country were school dropouts. I'm not going to college. But the kids in this school, the first thing they ask is where are you going to college. I answer: "I'm not going to college." Man, they look at you like you're some sort of freak. They actually believe that people with degrees are better. In fact, I think they are worse. I've found a lot of kids here who haven't been so brainwashed and they don't plan to go to college. Some of them are a lot smarter than the majority who plan to get that degree. They're blind, man, they think just because they are going to college they are something special. These poor kids who think they have to go to college or they are ruined. It seems that we're all trying to perpetrate a fraud on these kids. If no degree they think they will end up digging ditches for the rest of their lives or be looked down on. That makes me sick!

EXCERPT 5:

Joan, a senior high school girl.

So what if it is the first date I've had in months. I'd rather do without than get into a relationship with someone like that. All night it was "I did this and I did that," and then "I've been hurt by this and I suffered from that in previous relationships with boys. I, I, I, I! Well, I can sure see why I was so infuriated by the end of the evening. I almost said so. I mean I have an identity of my own. I don't want to get all wrapped up in the other person. Oh, I know you're supposed to be a good listener and act interested if you want to get to first base . . . but in this case it would have been ridiculous. Now what do I do? I certainly don't want to stay home all the time.

EXCERPT 6:

Marvin, a male secondary student.

I've finally found some people I can really get along with. There's no phoniness about them at all. Not plastic, you know what I mean. They are real and they understand me. I can be myself with them. I don't have to worry about what I say and that they might take me wrong, because I do sometimes say things that don't come out the way I want them to. I don't have to worry that they are going to criticize me. They are just marvelous people! I can't wait to be with them. For once I actually enjoy being with a crowd. I didn't think I could ever feel that way

again. I can really be myself. It's a neat feeling not to have people criticizing you for everything you say that doesn't agree with them. They are warm and understanding, and I just love them. It's a real high!

EXCERPT 7:

Silvia, a female senior in High School.

Hey, never mind the college plans. New horizons have just unfolded! I've landed this great job and it's waiting for me the day after graduation. The salary is more than what the average college graduate makes and like I told my parents a lot of the kids graduating from college today have to take jobs as salesmen and secretaries anyway. It's fantastic! Now, I can get my own car and share an apartment. Maybe even get one of my own. I can't believe it's true, it's so great! I can't wait to get started. Wow!, am I excited!

EXCERPT 8:

A secondary female student named Pamela.

It's really good the way things are going with Pat, my steady. We get along great together. We complement each other in every way. Like Pat is very sensitive to me and everyone else for that matter; you know, picks up where you're coming from almost without words. And well, . . . well, you know me; I say what I'm thinking and let things lie as they fall. I feel darn lucky to have found somebody so thoughtful. How many kids are so lucky to have a great close relationship? Why should I date anyone else?

EXCERPT 9:

Elijah is a 15 year old male.

I don't know if I'm right or wrong feeling the way I do but I find myself avoiding the kids I've always done things with . . . I don't hang around and play their stupid little games anymore. I get headaches. It all seems so superficial. There was a time when I was considered really cool. Everybody said "You're a beautiful person. You get along with everybody." Like a dummy I thought that was something to be really proud of. Now, I sometimes think I had no depth. I feel like I was what the crowd wanted me to be . . . the particular group I was with.

EXCERPT 10:

Ulysses is a male high school student.

The CIA could use them as training agents. I mean my parents are really SPIES; checking up on everything I do. Do you know what my mother does? She reads my letters or anything I write and leave laying around my room. Not even cool enough to put things back the way they were. And do they want to know about the things that really matter? Not on your life! Parents are supposed to care about your future — right? Not mine! I've been trying to get them to make some kind of sommitment about college — even listen to what I want to do and give me some assurance they'll help, or if they can't at least say so and explain it. It made me so mad that I finally hollered at my Dad last night that if he couldn't help me out I'd do whatever I had to do; even if that meant doing something illegal. He drew his hand back with that mean look he has. I wanted to punch him right in the nose.

EXCERPT 11:

Gayle, a 17 year old female.

Ever since I can remember we've talked about it, Dad and I. No one ever questioned that I would go right into the family business, doing my apprenticeship there and so on. Dad's already got a silent agreement that I'll be taken into the union and don't think he didn't get a lot of flack asking for a special personal favor like that. So how do I tell him that I want to go with the airlines instead. I thought I could break it to him gradually; give him time to get used to the idea. But time for gradually is over and besides I've felt lousy these last months being sneaky about applying when he's always been so super straight with me. I tell myself, hey this is my life and I'll have to please myself — and then I feel strong, you know, I have the guts to tell him. Then I see myself doing it, you know, in my mind and the scene shows him taking it and agreeing with what will make me happy and all the time trying to hide the hurt in his eyes, that his only child won't be taking over the business. Ugh, I mean I could do it. I don't hate it and I'm really pretty good. I could always keep my dream on the side, you know, kinda like having the flying and traveling thing as a hobby. I don't know what to do!

EXCERPT 12:

Oscar is a male high school student.

It's not an easy thing to talk about and sometimes I think it's ridiculous for me to

worry. Then, Wham! along comes this feeling that there is something wrong with me. You know, most of the other kids are into it. They call it natural. And my steady is giving me a whole lot of pressure about being old fashioned; says its ok. Yet I don't want to. I think it's wrong before marriage; no matter how old fashioned that sounds. I'm attracted to her but then if we try to . . . uh . . . well, I freeze up; you know, turn off. Is there something wrong with me do you think?

C

Appendix

Teacher/Counselor To Student Excerpts: Forms A And B

FORM A

EXCERPT 1:

- _____ a. Use an approach that helps the student see that her parents, like all people, behave in ways that meet their needs. The student should be helped to develop insight into what her parents' motives are.
- _____ b. Use an approach which helps the student examine how she can or might have solved her problem without parental assistance.
- _____ c. Accept the thoughts and feelings; e.g., "You're lucky to have a great relationship with your parents. It's like starting out in a ball game without any strikes against you."

EXCERPT 2:

- _____ a. Use an approach that encourages higher education or occupational training aspirations, pointing out that there are ways to achieve and still have quality of life.
- _____ b. Since there is no clear commitment to college, encourage the life experience tryout route. If he is meant to go to college, he will find it out through this route.
- _____ c. Tell him that he must make this lonely decision first; then you'll provide him with all the information and help you can.

EXCERPT 3:

- _____ a. Be supportive of his decision to split with the group and provide assertiveness training exercises which help strengthen the behaviors he needs to do it.
- _____ b. Use an approach which helps him recognize his posture towards the group is defensive and then give suggestions on ways to deal with intrapersonal anxieties created by the others.
- _____ c. Just listening will be supportive. He is on his way towards growth – experiencing the need to be independent and the frustration of group conformity.

EXCERPT 4:

- _____ a. Ignore the outburst. She is projecting feelings onto others and this prevents her dealing realistically with choices, as well as wasting energy negating the ideas of others. When she has ventilated her feelings, she will be able to make affirmative plans.
- _____ b. Accept and reinforce the affirmative individualism of not following the crowd. Then encourage her to pursue this choice by assisting in educational and vocational planning that allows her to make the most of her potential without college.
- _____ c. Accept her feelings; then provide information which spells out that in a future with a high rate of unemployment, the jobs will go to the best educated.

EXCERPT 5:

- _____ a. Ask the student to consider the possibility that his date may have spoken first by chance or out of nervousness or whatever. Then having done so may have noted his non-verbal reaction. And after that, this process may have gotten circular because he didn't know what to do except to keep trying to impress or even ward off attack by telling how he suffered from girls in previous relationships.
- _____ b. Ask the student to role play this same incident only this time asserting self rather than sitting on feelings and not dealing with them. Reverse roles and model, if necessary, to get started.
- _____ c. Tell the student you think he did what he felt he had to. With more time now he can decide whether it was worth it.

EXCERPT 6:

- _____ a. "Sounds too mellow and I don't really think you trust it yourself. Tell me more about them. Are they smoking or into something else?"
- _____ b. "Sounds too good to be true. Take it slow and keep your eyes open."
- _____ c. "Sounds terrific. You ought to really blossom being with people like that."

EXCERPT 7:

- _____ a. Communicate an understanding of his thoughts and feelings. Wish him well and leave the door open for future contacts.
- _____ b. Communicate an understanding of the thoughts and feeling but encourage long range planning which considers job advancement, economic opportunities and marriage and family.
- _____ c. Communicate an understanding of the thoughts and feeling but encourage consideration about the value of college beyond vocational and economic considerations; e.g., friendship, quality of life, etc.

EXCERPT 8:

- _____ a. "That's great! You say Pat is very sensitive while you're not. Do you think it's possible that you aren't in touch with how she's feeling: whether she's as happy with the relationship as you are?"
- _____ b. "That's great! Let's role play some incident between you and Pat. Only you be Pat and I'll be you. Maybe you'll learn something new."
- _____ c. "That's great! I'm glad you found someone with whom you feel really close."

EXCERPT 9:

- _____ a. Use an approach geared to help her realize for herself that people need people; that being antisocial doesn't solve anything; and to value her ability to get along with people.
- _____ b. Use an approach which helps her acquire the behaviors and knowledge to begin selecting new friends which permit her to be herself.
- _____ c. Just listening is sufficient. Autonomous growth is in process even though she is experiencing anxiety about breaking ties with the peer group to which she previously conformed.

EXCERPT 10:

- _____ a. Accept her feelings but don't be manipulated into making suggestions. She's upset and very much in need of an understanding adult to stand in for parents right now . . . especially an adult who doesn't try to control her life.
- _____ b. Accept her feelings and offer assistance as an intermediary by bringing her parents in for a college or futures planning session.
- _____ c. Accept her feelings and offer suggestions of colleges where she can attend and work to pay expenses; e.g., Berea and armed services program.

EXCERPT 11:

- _____ a. "The difficult part seems to be knowing how to handle your Dad's feelings. How about having us all meet together and I'll try to support your goals and support you in your concern for not hurting your Dad?"
- _____ b. "How to be yourself without hurting your Dad, huh? Well, let me try being your Dad while you try out some approaches until you can come up with a solution that lets you feel confident about handling it."
- _____ c. "Sounds like you're torn between being independent and considering your Dad. With the need to be yourself pulling pretty strong, keep working on it; you'll come up with the right solution."

EXCERPT 12:

- _____ a. Assure her that nothing major is wrong; that the freezing up is the body's response to violating her own beliefs.
- _____ b. Refer her to one of the local counseling agencies or some reputable outside resource where she can get assistance with her problem. Assure her that such problems can be solved and that you will help in making a confidential contact.
- _____ c. Admit you can't answer her question and encourage her to explore the topic with parents or a trusted friend.

FORM B

EXCERPT 1:

- _____ a. Use an approach that helps the student see that his parents, like all people behave in ways that meet their needs. The student should be helped to develop insight into what his parents motives are.
- _____ b. Use an approach which helps the student examine how he can or might have solved his problems without parental assistance.
- _____ c. Accept the thoughts and feelings; e.g., "you're lucky to have a great relationship with your parents. It's like starting out in a ball game without any strikes against you.

EXCERPT 2:

- _____ a. Use an approach that encourages higher education or occupational training aspirations; pointing out that there are ways to achieve and still have quality of life.
- _____ b. Since there is no clear commitment to college encourage the life experience tryout route. If she is meant to go to college she will find it out through this route.
- _____ c. Tell her that she must make this lonely decision first then you'll provide him with all the information and help you can.

EXCERPT 3:

- _____ a. Be supportive of her decision to split with the group and provide assertiveness training exercises which help strengthen the behaviors she needs to do it.
- _____ b. Use an approach which helps her recognize her posture towards the group is defensive and then give suggestions on ways to deal with interpersonal anxieties created by the others.
- _____ c. Just listening will be supportive. She is on her way towards growth — experiencing the need to be independent and the frustration of group conformity.

EXCERPT 4:

- _____ a. Ignore the outburst. He is projecting feelings onto others and this prevents his dealing realistically with choices, as well as wasting energy negating the ideas of others. When he has ventilated his feelings he will be able to make affirmative plans.
- _____ b. Accept and reinforce the affirmative individualism of not following the crowd. Then encourage him to pursue his choice by assisting in

educational and vocational planning that allows him to make the most of his potential without college.

- _____ c. Accept his feelings but provide information which spells out that in a future with a high rate of unemployment, the jobs will go to the best educated.

EXCERPT 5:

- _____ a. Ask the student to consider the possibility that her date may have spoken first by chance or out of nervousness or whatever. Then having done so may have noted her non-verbal reaction. And after that this process may have gotten circular because she didn't know what to do except to keep trying to impress or even ward off attack by telling how she suffered from boys in previous relationships.
- _____ b. Ask the student to role play this same incident only this time asserting self rather than sitting on feelings and not dealing with them. Reverse roles and model if necessary to get started.
- _____ c. Tell student you think she did what she felt she had to. With time to reflect she can decide whether it was worth it.

EXCERPT 6:

- _____ a. "Sounds too mellow and I don't really think you trust it yourself. Tell me more about them. Are they smoking or into something else?"
- _____ b. "Sounds too good to be true. Take it slow and keep your eyes open."
- _____ c. "Sounds terrific. You ought to really blossom being with people like that."

EXCERPT 7:

- _____ a. Communicate an understanding of her thoughts and feelings. Wish her well and leave the door open for future contacts.
- _____ b. Communicate an understanding of the thoughts and feelings but encourage long range planning which considers job advancement, economic opportunities and marriage and family.
- _____ c. Communicate an understanding of the thoughts and feelings but encourage consideration about the value of college beyond vocational and economic considerations; e.g., friendship, quality of life, etc.

EXCERPT 8:

- _____ a. "That's great! You say Pat is very sensitive while you're not. Do you think it's possible that you aren't in touch with how he's feeling: whether he's as happy with the relationship as you are?"
- _____ b. "That's great! Let's role play some incident between you and Pat.

Only you be Pat and I'll be you. Maybe you'll learn something new."

- _____ c. "That's great! I'm glad you found someone with whom you feel really close."

EXCERPT 9:

- _____ a. Use an approach geared to help him realize for himself that people need people; that being antisocial doesn't solve anything; and to value his ability to get along with people.
- _____ b. Use an approach which helps him acquire the behaviors and knowledge to begin selecting new friends which permit him to be himself.
- _____ c. Just listening is sufficient. Autonomous growth is in process even though he is experiencing anxiety about breaking ties with the peer group to which he previously conformed.

EXCERPT 10:

- _____ a. Accept his feelings but don't be manipulated into making suggestions. He's upset and very much in need of an understanding adult to stand in for parents right now . . . especially an adult who doesn't try to control his life.
- _____ b. Accept his feelings and offer assistance as an intermediary by bringing his parents in for a college or futures planning session.
- _____ c. Accept his feelings and offer suggestions of colleges where he can attend and work to pay expenses; e.g., Berea and armed services program.

EXCERPT 11:

- _____ a. "The difficult part seems to be knowing how to handle your Dad's feelings. How about having us all meet together and I'll try to support your goals and support you in your concern for not hurting your Dad?"
- _____ b. "How to be yourself without hurting your Dad, huh? Well, let me try being your Dad and you can try some approaches out until you can come up with a solution that lets you feel confident about handling it."
- _____ c. "Sounds like you're torn between being independent and considering your Dad. With the need to be yourself pulling pretty strong, keep working on it; you'll come up with the right solution."

EXCERPT 12:

- _____ a. Assure him that nothing major is wrong; that the freezing up is the body's response to violating his own beliefs.
- _____ b. Refer him to one of the local counseling agencies or some reputable

outside resource where he can get assistance with his problem. Assure him that such problems can be solved and that you will help in making a confidential contact.

- c. Admit you can't answer his question but encourage him to explore the topic with parents or a trusted friend.

About the book

When I Grow Up: Structured Experiences for Expanding Male and Female Roles is a two volume book designed to provide educators with activities for expanding the human potential for both male and female students while eliminating sex role stereotypes. Volume I, *The Early and Middle Years*, covers the age ranges from pre kindergarten through the eighth grade. Volume II continues with adolescence, providing exercises for high school through young adulthood. Activities are based on recent research and information in sex role socialization, child and adolescent psychology, and occupational counseling. Each exercise states its objective, appropriate population, time, materials, and the processes for implementation, assessment, and follow through. In addition, there are evaluation instruments for in service training as well as exercises for such training. This timely publication addresses major issues of self awareness, attitudes and feelings of today's young people, and provides excellent training material for anyone working with young people.



BEST COPY AVAILABLE